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ABSTRACT

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. A new format is used; starting with this volume, the abstracts, subject and author indexes are now combined. Within the abstract section instructional materials are followed by research materials (100 items in each category), and the subject and author indexes now provide access to all abstracts. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The Projects in Progress section provides a curriculum coordinators directory but has no curriculum development projects to report. A title by State index provides access to 172 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-576) Parts C, D, and I. A State vocational education research offices directory is provided. VT numbers included are VT 101 201 to 101 400. (SA)

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ABSTRACTS of INSTRUCTIONAL and RESEARCH MATERIALS

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AIM / ARM

in Vocational and Technical Education

VOLUME 8
NUMBER 1
1975

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MISSION OF THE CENTER

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ISSN 0095 - 3784

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NOTICE

The abstracts, subject indexes, and author indexes (each previously appearing twice in an AIM/ARM publication, once for instructional materials and once for research materials), have been combined.

The subject and author indexes now refer to both instructional and research materials in the abstracts.

Within the abstracts all instructional materials are grouped first, followed by the research materials grouping. The TABLE OF CONTENTS indicates which VT numbers/pages contain abstracts for instructional and research materials.

This combination will make it easier for the user to do subject and author searching.

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ABSTRACTS

OF

INSTRUCTIONAL AND RESEARCH MATERIALS

IN

VOCATIONAL AND TECHNICAL EDUCATION

VT 101 201 - 101 400

AIM/ARM

VOLUME 8, NUMBER 1

1975

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD, COLUMBUS, OHIO 43210

PREFACE

Finding and using relevant information frequently is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to making useful and vital information accessible so that educators may use it to improve school practice.

The Center assembles, under one cover, information about instructional and research materials relevant to the field of vocational-technical education.

Through abstracts designed to present useful information about materials, the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) publication provides educators quick access to in-use or under-development instructional and research materials.

We are indebted to our colleagues within the profession for providing us instructional and research materials as they become available. We also appreciate the contributions of instructional materials laboratories, local school systems and professional associations such as the Vocational Instructional Materials (VIM) section of the American Vocational Association. Members of the profession are encouraged to forward to AIM/ARM at The Center instructional and research materials for possible inclusion in future issues of AIM/ARM.

We hope that this publication will prove valuable to you in your particular educational endeavors.

Robert E. Taylor
Director
The Center for Vocational
Education

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SAMPLE ABSTPACT

Accession number sequentially assigned to documents as they are processed.

VT 100 000

Author(s).

RICHARDS, F.L.

OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE. — Title.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DIV. OF ADULT, AND VOCATIONAL RESEARCH. — Organization where document originated.

MF means microfiche. Documents not in VT-ERIC MICROFICHE SETS are available from alternate sources cited.

MF AVAILABLE IN VT-ERIC SET.

Agency responsible for initiating, funding, and managing the project producing the document.

Report number and/or bureau number.

OEC-0-85-12345 (7291)
TEACHER-EDUC-SER-V12-N1

DEPARTMENT OF AGRICULTURAL EDUCATION, PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PENNSYLVANIA 16802 ($1.00). — Contract (OEC) or grant (OEG) number

Alternate source for obtaining documents.

Date published and number of pages.

PUB DATE - 71 56P.

Descriptors--subject terms characterizing substantive contents. Major terms preceded by asterisk.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; *ORNAMENTAL HORTICULTURE; HIGH SCHOOLS; *POST SECONDARY EDUCATION; LANDSCAPING; NURSERIES (HORTICULTURE); TURF MANAGEMENT; *TECHNICAL EDUCATION

Identifiers--terms not found in the Thesaurus of ERIC Descriptors.

IDENTIFIERS - *PENNSYLVANIA

Informative condensation of document content.

ABSTRACT - INTENDED TO SUGGEST SUBJECT MATTER CONTENT OF COURSES OR PROGRAMS IN ORNAMENTAL HORTICULTURE FOR HIGH SCHOOL AND POSTSECONDARY VOCATIONAL-TECHNICAL PROGRAMS, THIS CURRICULUM GUIDE WAS PREPARED BY STAFF MEMBERS OF THE AGRICULTURAL EDUCATION DEPARTMENT AT THE PENNSYLVANIA STATE UNIVERSITY, AND TESTED IN A WORKSHOP WITH VOCATIONAL AGRICULTURE TEACHERS. CONTENTS ARE: (1) OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE, (2) ORNAMENTAL HORTICULTURE PROGRAMS FOR GRADES 10, 11, AND 12, (3) NURSERY PRODUCTION . . . THE CONTENT IS PRESENTED IN OUTLINE FORM UNDER EACH TOPIC, AND IS APPLICABLE TO THE UNITED STATES AND LOWER CANADA. (GB) — Abstractor's initials.

HOW TO USE AIM/ARM

This volume of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) has four major sections: Abstracts (Instructional and Research Materials), Subject Index, Author Index, and Projects in Progress.

- Abstracts (Instructional and Research Materials) present information about documents' authors, titles, availability, and content to help you decide if you want to read the full text of a document. A sample abstract on the opposite page identifies the various pieces of information presented in an abstract.

- Subject Index helps you locate, by subject descriptors conforming to those listed in the Thesaurus of ERIC Descriptors, abstracts of documents relevant to your information needs.

- Author Index helps you locate, by author/institution names, abstracts of documents relevant to your information needs.

- Projects in Progress, divided into Curriculum and Research subsections, announces through title by state indexes and abstracts, in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. The Curriculum subsection of Projects in Progress also includes a Curriculum Coordinating Centers Directory while the Research subsection provides a State Vocational Education Research Offices Directory. Projects in Progress helps you keep aware of ongoing activities in vocational and technical education curriculum development and research.

Copies of full texts of most of the documents announced in AIM/ARM are available in the AIM/ARM, VT-ERIC Microfiche Sets. Those documents not listed as being available - "MF AVAILABLE IN VT-ERIC SET" - may be obtained from the listed alternate source.

To use AIM/ARM to locate documents possibly of interest to you:

- Scan the Abstracts, or
- Search the Subject Index for descriptors (subject terms) describing your interest, or
- Search the Author Index for personal and institutional (corporate) authors' names who might publish documents about your interest.

To use AIM/ARM to learn about in-progress curriculum and research projects:

- Scan the abstracts, or
- Scan the title by state indexes.

HOW TO SUBMIT MATERIALS TO AIM/ARM

If you have materials (curriculum documents, research reports, curriculum guides, etc.) which you would like to have considered for announcement in AIM/ARM, please send three (3) clear, legible copies to:

AIM/ARM
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

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ABSTRACTS

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INSTRUCTIONAL MATERIALS (AIM)

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RESEARCH MATERIALS (ARM)

VT 101 301 - 101 400 31-65

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VT 101 201
DIEHL, DONALD W.; PENNER, WAYMAN R.
COMMERCIAL CARPENTRY.
INSTRUCTIONAL UNITS.

ASSOCIATED GENERAL CONTRACTORS OF AMERICA, WASHINGTON, D.C.; OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.
MF AVAILABLE IN VT-ERIC SET.
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, 1515 W. SIXTH AVENUE, STILLWATER, OK 74074 ($20.00)
PUB DATE - 74 1169P.

DESCRIPTORS - *SHOP CURRICULUM; *CONSTRUCTION (PROCESS); *WOODWORKING; *CARPENTERS; *INSTRUCTIONAL MATERIALS; UNIT PLAN; HAND TOOLS; MACHINE TOOLS; BLUEPRINTS; FINISHING

ABSTRACT - AS A COOPERATIVE PROJECT, THE ASSOCIATED GENERAL CONTRACTORS OF AMERICA AND THE OKLAHOMA CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER PREPARED A COURSE OF INSTRUCTION DESIGNED FOR TRAINING THE CARPENTER WHO WILL MAKE HIS CAREER IN INDUSTRIAL AND COMMERCIAL CONSTRUCTION. THE MANUAL IS THE PRODUCT OF COORDINATION BETWEEN VOCATIONAL-TECHNICAL EDUCATORS AND GENERAL CONTRACTORS WHO ACTUALLY WORK IN CONSTRUCTION. THE COMMERCIAL CARPENTER CURRICULUM DESCRIBED INCLUDES 11 SECTIONS, EACH WITH ONE OR MORE UNITS OF INSTRUCTION. EACH UNIT PRESENTS BEHAVIORAL OBJECTIVES, SUGGESTED ACTIVITIES FOR TEACHER AND STUDENTS, INFORMATION SHEETS, ASSIGNMENT SHEETS, JOB SHEETS, VISUAL AIDS, TESTS, AND ANSWERS TO THE TESTS. THE SECTIONS OF THE MANUAL ARE INTRODUCTION, LEADERSHIP, RELATED INFORMATION, TOOLS, BLUEPRINT READING, SITE, FORMING, FRAMING, EXTERIOR FINISH, INTERIOR WALL FINISH, AND INTERIOR TRIM. (MF)

VT 101 202
POWERS, THOMAS F., AND OTHERS
DEVELOPMENT OF A VALIDATED INSTRUCTIONAL SYSTEM FOR HOSPITALITY EDUCATION. SECOND ANNUAL REPORT.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 01JUL73 183P.

DESCRIPTORS - *MANAGEMENT GAMES; *INSTRUCTIONAL SYSTEMS; *POST SECONDARY EDUCATION; *FOOD SERVICE OCCUPATIONS; *HOME ECONOMICS EDUCATION; VOCATIONAL EDUCATION; INDIVIDUALIZED INSTRUCTION; ASSOCIATE DEGREES
IDENTIFIERS - HOSPITALITY EDUCATION

ABSTRACT - THIS DOCUMENT REPORTS THE DEVELOPMENT OF THE THIRD IN A SERIES OF SELF-INSTRUCTIONAL MODULES FOR USE IN A SEMINAR PRACTICUM IN FOOD SERVICES OCCUPATIONS. THE THIRD MODULE, FOOD OPERATING SYSTEMS, WAS INTENDED TO SUPPLY THE STUDENT WITH DIVERSE TOOLS NECESSARY TO UNDERTAKE A SET OF NON-COMPUTERIZED MANAGEMENT GAMES INVOLVING THE DESIGN OF A RESTAURANT FROM CONCEPTUALIZATION TO MENU, PHYSICAL LAYOUT DRAWINGS, SCHEDULING, AND PROJECTED STATEMENT OF INCOME AND EXPENSE. THIS MODULE IS APPENDIX A OF THE REPORT. THE SEMINAR PRACTICUM IS PART OF AN ASSOCIATE DEGREE IN HOTEL AND FOOD SERVICE AND RELIES ON COMMUNITY INVOLVEMENT FOR SUPPORT. APPENDIX B INCLUDES FOUR PAPERS PRESENTED AT THE AMERICAN HOME ECONOMICS ASSOCIATION CONVENTION, ONE ON SYSTEMS DESIGN, ONE ON DEVELOPING MODULES, ONE ON IMPLEMENTING THE SYSTEM, AND ONE ON PRELIMINARY VALIDATION ACTIVITIES. A MAIN IMPLICATION OF THE USE OF THESE MODULES IS THE ELIMINATION OF THE NECESSITY FOR A NORMAL LABORATORY FACILITY. (AUTHOR/LJ)

VT 101 203
PALMER, ROY E., JR.
BASIC AMERICAN GOVERNMENT FOR DISTRIBUTIVE EDUCATION.

NEWARK CITY SCHOOL DISTRICT, OHIO

MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 100P.

DESCRIPTORS - *TEACHING GUIDES; *DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; *AMERICAN GOVERNMENT (COURSE); *UNITS OF STUDY (SUBJECT FIELDS); *INSTRUCTIONAL MATERIALS; CURRICULUM GUIDES

ABSTRACT - THE PURPOSE OF THIS MANUAL IS TO FACILITATE THE INSTRUCTION OF DISTRIBUTIVE EDUCATION STUDENTS IN THE WORKINGS OF AMERICAN GOVERNMENT AND ITS ROLE IN THE BUSINESS COMMUNITY, SPECIFICALLY IN THE AREA OF MARKETING. THE COURSE IS DESIGNED TO FULFILL THE BASIC STATE REQUIREMENT IN GOVERNMENT WITHIN A

SEMESTER. HOWEVER, THE TOPICAL APPROACH USED ALLOWS ENOUGH FLEXIBILITY FOR LIFTING INDIVIDUAL UNITS AS NEEDED. THE LESSON PLANS OFFER CONTENT SUGGESTIONS ALONG WITH A TEACHING OUTLINE OF METHODS OF INSTRUCTION. (KH)

VT 101 204
MARTEL, IRA
ADVERTISING MATH. UNIPAC.

WASHINGTON SENIOR HIGH SCHOOL, SIOUX FALLS, S. DAK.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 30P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; PROGRAMED MATERIALS; *PROGRAMED UNITS; *MATHEMATICAL APPLICATIONS; FUNDAMENTAL CONCEPTS; *INDIVIDUAL STUDY; INSTRUCTIONAL MATERIALS
IDENTIFIERS - *ADVERTISING MATH

ABSTRACT - THIS PROGRAMMED PACKET FOR DISTRIBUTIVE EDUCATION STUDENTS CONTAINS SIX LESSONS ON MATHEMATICAL CONCEPTS USED IN ADVERTISING. A SELF-GRADED PRE-TEST DIRECTS THE STUDENT TO THE LESSONS GEARED TO HIS INSTRUCTIONAL LEVEL. THE INSTRUCTIONAL MATERIAL IN EACH LESSON IS FOLLOWED BY A PRACTICE EXERCISE AND ANSWERS FOR SELF-CHECKING. A POSTTEST FOR EVALUATION OF THE LEARNING EXPERIENCE AND A UNIT EXAMINATION ARE PROVIDED. (KH)

VT 101 205
KITSTEINER, KAREN
A GUIDE TO EFFECTIVE BULLETIN BOARDS AND DISPLAY BOARDS IN DISTRIBUTIVE EDUCATION.

MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 109P.

DESCRIPTORS - *BULLETIN BOARDS; *DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; *VISUAL AIDS; *DISPLAY PANELS; GUIDES

ABSTRACT - THIS SPIRAL-BOUND NOTEBOOK OF BULLETIN BOARD IDEAS IS INTENDED TO HELP DISTRIBUTIVE EDUCATION TEACHERS INCREASE THE EFFECTIVENESS OF THEIR INSTRUCTION THROUGH VISUAL DISPLAY. THE INTRODUCTION, INCLUDING A RATIONALE FOR THE USE OF BULLETIN BOARDS AND GENERAL SUGGESTIONS FOR THEIR PLANNING AND CONSTRUCTION, IS FOLLOWED BY 48 ILLUSTRATIONS OF BULLETIN BOARDS AND DISPLAY BOARDS APPROPRIATE FOR THE DISTRIBUTIVE EDUCATION CLASSROOM. A SECOND SECTION CONTAINS INFORMATION ON VARIOUS MATERIALS AVAILABLE FOR BULLETIN BOARDS AND 30 MORE SAMPLES WITH DETAILED CONSTRUCTION NOTES. (KH)

VT 101 206
OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION. PHASE II - 7TH GRADE. COURSE OF STUDY. EXPLORATORY EDUCATION.

PITTSBURGH BOARD OF PUBLIC EDUCATION, PA. DEPT. OF CURRICULUM AND INSTRUCTION.
MF AVAILABLE IN VT-ERIC SET.
DIV. OF CURRICULUM, PITTSBURGH BOARD OF PUBLIC EDUCATION, 341 BELLEFIELD AVENUE, PITTSBURGH, PA 15213 ($4.00)
PUB DATE - SEP73 338P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *GRADE 7; *CAREER EDUCATION; *INTEGRATED CURRICULUM; *CURRICULUM GUIDES
IDENTIFIERS - PITTSBURGH PUBLIC SCHOOLS

ABSTRACT - DESIGNED FOR THE CHANGING CURRICULUM IN THE PITTSBURGH PUBLIC SCHOOLS, THIS GUIDE FOR GRADE 7 INTEGRATES MATERIAL ON CAREER ORIENTATION INTO THE CURRICULUMS IN HOME ECONOMICS, BUSINESS EDUCATION, AND INDUSTRIAL ARTS. INSTRUCTIONS TO THE TEACHER STRESS THE GOALS OF DEVELOPING DECISION-MAKING ABILITY AND MARKETABLE OR AVOCATIONAL SKILLS IN THE STUDENTS. LABORATORY SAFETY GUIDELINES ARE GIVEN FOR EACH OF THE THREE CURRICULUMS. IN THE TEACHING GUIDE, A 3-COLUMN FORMAT PROVIDES CONCEPTS, STUDENT LEARNING ACTIVITIES, AND REFERENCES FOR UNITS IN TEXTILES, FOODS, HEALTH CARE, COMMUNICATIONS, MERCHANDISING, DATA PROCESSING, MANUFACTURING, AND TRANSPORTATION. VARIOUS WORK SHEETS, ORGANIZATION CHARTS, AND FORMS USED IN BUSINESS ENTERPRISES ARE INCLUDED FOR SIMULATION USE. (MU)

VT 101 207
OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION. PHASE I - 6TH GRADE. COURSE OF STUDY. EXPLORATORY EDUCATION.

PITTSBURGH PUBLIC SCHOOLS, PA.
MF AVAILABLE IN VT-ERIC SET.
DIV. OF CURRICULUM, PITTSBURGH BOARD OF PUBLIC EDUCATION, 341 BELLEFIELD AVENUE, PITTSBURGH, PA 15213 ($4.00)
PUB DATE - SEP73 92P.

DESCRIPTORS - *CURRICULUM GUIDES; *INTEGRATED CURRICULUM;

*VOCATIONAL DEVELOPMENT; *CAREER PLANNING; CAREER EDUCATION; TEACHING GUIDES; *GRADE 6 IDENTIFIERS - PITTSBURGH PUBLIC SCHOOLS

ABSTRACT - DESIGNED FOR THE CHANGING CURRICULUM IN THE PITTSBURGH PUBLIC SCHOOLS, THIS COURSE OF STUDY FOR GRADE 6 INTEGRATES MATERIAL ON CAREER ORIENTATION INTO THE REGULAR CURRICULUM. THE FOUR GENERAL CONCEPTS BASIC TO THE WORLD OF WORK WHICH ARE TREATED IN THE GUIDE ARE HUMAN RELATIONS, PRODUCTION, COMMUNICATIONS, AND CONSUMERSHIP. A 3-COLUMN TEACHING GUIDE CONTAINS CONCEPTS TO BE TAUGHT, LEARNING ACTIVITIES SUITABLE AT EACH STEP, AND SUBJECT AREAS WITH WHICH THE CONCEPT CAN BE INTEGRATED. SPECIAL INSTRUCTIONS TO PITTSBURGH TEACHERS PROVIDE HELP IN USING OUTSIDE SPEAKERS AND IN ORDERING VISUAL AIDS. (MU)

VT 101 208
MCADAMS, LAURA E.; WOHLGENANT, JOANE
GUIDELINES FOR CLOTHING EDUCATION.

WASHINGTON STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, OLYMPIA.
MF AVAILABLE IN VT-ERIC SET.
H.E. 8UL-34
PUB DATE - ND 380P.

DESCRIPTORS - *TEXTILES INSTRUCTION; *CLOTHING INSTRUCTION; *CLOTHING; *HOME ECONOMICS EDUCATION; *CURRICULUM GUIDES; CONCEPT TEACHING; SECONDARY EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE IS DESIGNED AROUND THE CONCEPTS OF CULTURAL, SOCIAL, PSYCHOLOGICAL, AND ECONOMIC SIGNIFICANCE OF TEXTILES AND CLOTHING. COURSE CONTENT IS GIVEN IN THREE SECTIONS: (1) SIGNIFICANCE OF TEXTILES AND CLOTHING TO THE INDIVIDUAL IN SOCIETY, (2) ACQUISITION AND USE OF TEXTILES AND CLOTHING, AND (3) CLOTHING CONSTRUCTION. TEACHING PLANS FOR SECONDARY SCHOOL CLASSES ARE SUGGESTED USING THE CONCEPTS IN WAYS APPROPRIATE FOR BEGINNING, INTERMEDIATE, AND ADVANCED STUDENTS. A 3-COLUMN TEACHING GUIDE OF GENERALIZATIONS, LEARNING EXPERIENCES, AND RESOURCES INCLUDES DIRECTIONS FOR USING THE GUIDE. AN EXTENSIVE APPENDIX CONTAINS A SET OF CRITERIA FOR TEACHING PROCEDURES, SUGGESTIONS FOR INDIVIDUALIZED STUDY, AND RESOURCES. (MU)

VT 101 209
PROJECT PACE (PROGRAM TO ADVANCE CAREER EDUCATION). JUNIOR HIGH SCHOOL CURRICULUM GUIDE.

PORTLAND PUBLIC SCHOOLS, MAINE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 15SEP72 81P.

DESCRIPTORS - *CURRICULUM GUIDES; *CAREER EDUCATION; *SPECIAL EDUCATION; *PROGRAM CONTENT; PROGRAM DESCRIPTIONS; JUNIOR HIGH SCHOOL STUDENTS

ABSTRACT - THIS JUNIOR HIGH CURRICULUM GUIDE FOR A CAREER EDUCATION PROJECT FOCUSES ON RELATING ACADEMIC SUBJECTS TO EVERYDAY EXPERIENCES. DESIGNED PRIMARILY TO PROVIDE MEANINGFUL INSTRUCTION TO SPECIAL EDUCATION STUDENTS IN A REGULAR CLASSROOM SITUATION, THE MATERIAL EMPHASIZES READING, MATH, AND BASIC VOCABULARY, WITH SOCIAL STUDIES AND SCIENCE SERVING AS REINFORCEMENT ACTIVITIES. A "CHECKLIST OF PRIMARY AND SUPPLEMENTARY TEACHING TOOLS" APPEARING AT THE BEGINNING OF EACH SUBJECT AREA IN THE GUIDE GIVES A COMPLETE LISTING OF MATERIALS AND HOW THEY ARE USED IN EACH OF THE VARIOUS SUBDIVISIONS OF THE SUBJECT AREA. THIS IS FOLLOWED BY A SET OF OBJECTIVES AND EVALUATIVE TOOLS, AN OUTLINE OF CURRICULUM CONTENT, SAMPLE ACTIVITIES AND A DETAILED BIBLIOGRAPHY. (KH)

VT 101 210
MENSCH, JOHN A.
OCCUPATIONAL WORK ADJUSTMENT PROGRAM. COURSE OF STUDY.

TALLMADGE HIGH SCHOOL, KENT, OHIO

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 100P.

DESCRIPTORS - *CURRICULUM GUIDES; PROGRAM GUIDES; *UNITS OF STUDY (SUBJECT FIELDS); *INSTRUCTOR COORDINATORS; *WORK STUDY PROGRAMS; CLASSROOM MATERIALS; *TEACHING MODELS

ABSTRACT - DEVELOPED AS A WORKING MODEL FOR USE BY OCCUPATIONAL WORK ADJUSTMENT TEACHER-COORDINATORS, THIS COURSE OF STUDY CONTAINS CURRICULUM MATERIALS WHICH CAN BE VARIED TO MEET THE NEEDS OF THE CLASS. BEGINNING WITH A GENERAL DESCRIPTION OF THE PROGRAM FOR 14 AND 15 YEAR OLDS WHO ARE ALIENATED

FROM FORMAL SCHOOLING. THE GUIDE OFFERS SAMPLE DAILY SCHEDULES FOLLOWED BY 22 DETAILED UNIT LESSON PLANS, EACH DEALING WITH EMPLOYMENT-RELATED SUBJECTS. OTHER FORMS APPLY TO THE STUDENTS' PART-TIME WORK EXPERIENCE AND INCLUDE SAMPLES OF EMPLOYER RATING SHEETS, DAILY LOGS, AND LISTS OF WORK STATIONS. (KH)

VT 101 211
STUDENT INTERESTS. OCCUPATIONAL WORK ADJUSTMENT.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET. DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 144P.

DESCRIPTORS - *TEACHING GUIDES; *WORK STUDY PROGRAMS; INSTRUCTOR COORDINATORS; LESSON PLANS; *INSTRUCTIONAL MATERIALS; *UNITS OF STUDY (SUBJECT FIELDS); UNIT PLAN; *STUDENT INTERESTS

ABSTRACT - THIS TEACHING GUIDE FOR DEVELOPING STUDENT INTERESTS AND SKILLS, CONTAINS SEVEN UNITS OF INSTRUCTION FOR CLASSROOM USE BY OCCUPATIONAL WORK ADJUSTMENT TEACHERS. EACH UNIT PROVIDES A SET OF OBJECTIVES, REFERENCE LISTS, AND PRE- AND POST- TESTS FOR EVALUATION AS WELL AS THE LESSON PLAN FOR TEACHING. MASTERS OF ALL TRANSPARENCIES AND WORKSHEETS ARE ALSO INCLUDED. THE UNITS, DESIGNED TO PROVIDE OPPORTUNITIES FOR INTEGRATION WITH ACADEMIC ACTIVITIES, COVER THE FOLLOWING TOPICS: (1) USING THE TELEPHONE, (2) USING ROAD MAPS, (3) UNDERSTANDING FOOTBALL, (4) ORNAMENTAL HORTICULTURE, (5) BOWLING, (6) HOME EMERGENCIES, AND (7) CAMPING. (KH)

VT 101 212
SEMAN, RONALD
PROJECT PLANS FOR DISTRIBUTIVE EDUCATION.

VANGUARD VOCATIONAL CENTER, OHIO.
MF AVAILABLE IN VT-ERIC SET. DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 45P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *MANUALS; SECONDARY GRADES; *STUDENT PROJECTS; *CLASSROOM MATERIALS; *LEARNING ACTIVITIES; GUIDELINES

ABSTRACT - THIS MANUAL CONTAINS DESCRIPTIONS OF TEN CLASSROOM PROJECTS IN MARKETING AND MERCHANDISING SUGGESTED FOR STUDENTS IN JUNIOR DISTRIBUTIVE EDUCATION CLASSES. ALTHOUGH SOME LECTURE AND INSTRUCTOR PREPARATION ARE REQUIRED, EACH PROJECT IS DESIGNED FOR STUDENTS WORKING WITH MINIMAL SUPERVISION. AN OUTLINE OF EACH PROJECT NOTING APPROXIMATE TIME REQUIRED AND GENERAL GUIDELINES FOR THE TEACHER IS FOLLOWED BY THE SUGGESTED STUDENT INSTRUCTIONAL MATERIAL. THE PROJECTS, WHICH COULD SERVE AS SUMMARIZING ACTIVITIES FOR INSTRUCTIONAL UNITS, INCLUDE, AMONG OTHERS, THE FOLLOWING TOPICS: (1) ADVERTISING CAMPAIGN, (2) REGIONAL SHOPPING CENTER PLAN, (3) STOCKS AND INVESTMENTS, AND (4) CHANNELS OF DISTRIBUTION. (KH)

VT 101 213
BARNES, EVELYN S.
DISTRIBUTIVE EDUCATION GUIDELINES FOR STUDENT TEACHERS.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET. DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 14P.

DESCRIPTORS - *GUIDELINES; *STUDENT TEACHING; *DISTRIBUTIVE EDUCATION; *STUDENT EVALUATION; STUDENT TEACHERS
IDENTIFIERS - OHIO STATE UNIVERSITY

ABSTRACT - THESE GUIDELINES WHICH ARE INTENDED FOR USE BY THE NEW STUDENT TEACHER, INCLUDE A SECTION EXPLAINING THE AIMS AND PROCESSES OF THE STUDENT TEACHING INTERNSHIP AT THE OHIO STATE UNIVERSITY (OSU). ANOTHER SECTION LISTS THE FIVE AREAS OF ACTIVITIES IN WHICH STUDENT TEACHERS ARE EVALUATED AT OSU. THE ACTIVITIES ARE: (1) CLASSROOM INSTRUCTION, (2) PUBLIC RELATIONS, (3) ADULT COURSES, (4) COORDINATION, AND (5) DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA). AN EXAMPLE OF THE 9-PAGE DISTRIBUTIVE EDUCATION STUDENT TEACHER ACTIVITIES AND EVALUATION REPORT USED AT OSU IS PROVIDED. (LJ)

VT 101 214
OCCUPATIONAL WORK ADJUSTMENT. CURRICULUM OUTLINE.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET. DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL,

COLUMBUS, OHIO 43210.
PUB DATE - ND 537P.

DESCRIPTORS - *CURRICULUM GUIDES; INSTRUCTOR COORDINATORS; *TEACHING GUIDES; LESSON PLANS; *INSTRUCTIONAL MATERIALS; *LEARNING ACTIVITIES; *VOCATIONAL ADJUSTMENT

ABSTRACT - THIS CURRICULUM OUTLINE FOR OCCUPATIONAL WORK ADJUSTMENT TEACHER-COORDINATORS PROVIDES AN ASSORTMENT OF LESSON PLANS AND INSTRUCTIONAL MATERIALS DEALING WITH VOCATIONALLY ORIENTED TOPICS. EMPHASIS IS PLACED ON MAINTAINING A NON-THREATENING ACADEMIC ATMOSPHERE AND PROVIDING PERTINENT INFORMATION GEARED TO THE STUDENT'S CURRENT ABILITY LEVEL. THE GUIDE CONTAINS DIAGNOSTIC ACTIVITIES AND SUGGESTIONS FOR IMPROVING ACADEMIC SKILLS AS WELL AS BASIC PRE-EMPLOYMENT INFORMATION. LESSON PLANS REFER TO GAMES, SAMPLE TRANSPARENCIES, WORKSHEETS, AND CHARTS EASILY LOCATED IN THE MANUAL. (KH)

VT 101 215
TEACHING BUSINESS TAXES. STUDENT HANDBOOK.

INTERNAL REVENUE SERVICE (DEPT. OF TREASURY), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 72 34P.

DESCRIPTORS - MANUALS; *TAXES; *BUSINESS EDUCATION; BUSINESS ADMINISTRATION; *PROBLEM SOLVING; COLLEGE CURRICULUM; *WORKBOOKS

ABSTRACT - THIS WORKBOOK IS DESIGNED TO GIVE COLLEGE STUDENTS TAKING FUNDAMENTAL ACCOUNTING AND/OR BUSINESS ADMINISTRATION AN UNDERSTANDING OF THE IMPORTANCE OF TAXES IN THE OPERATION OF A BUSINESS. THE FIRST UNIT COVERS THE PREPARATION OF FEDERAL EMPLOYMENT WITHHOLDING TAXES AND CAN BE PRESENTED POINT-BY-POINT, OR AS ONE COMPLETE PROBLEM. IN THE OTHER 5 UNITS DEALING WITH SOLE PROPRIETORSHIP, PARTNERSHIP AND CORPORATION RETURNS, OPPORTUNITY IS PROVIDED FOR BOTH CLASSROOM DISCUSSION AND INDIVIDUAL PROBLEM-SOLVING. ALL OF THE FORMS NECESSARY TO WORK THE PROBLEMS IN THE HANDBOOK ARE LOCATED IN A SEPARATE PACKET. (KH)

VT 101 216
OCCUPATIONAL WORK ADJUSTMENT. CONSUMER ECONOMICS.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 47P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTOR COORDINATORS; LESSON PLANS; *INSTRUCTIONAL MATERIALS; UNITS OF STUDY (SUBJECT FIELDS); *UNIT PLAN; *MONEY MANAGEMENT; *VOCATIONAL ADJUSTMENT

ABSTRACT - DESIGNED FOR USE BY OCCUPATIONAL WORK ADJUSTMENT TEACHERS, THIS TEACHING GUIDE CONTAINS UNITS OF INSTRUCTION ON THE FOLLOWING AREAS OF CONSUMER ECONOMICS: (1) PLANNING A BUDGET, (2) BUYING A CAR, AND (3) SHOPPING FOR AUTOMOBILE INSURANCE. EACH UNIT PROVIDES A SET OF BEHAVIORAL OBJECTIVES, PREPARATION INSTRUCTIONS, REFERENCE LISTS AND PRE- AND POSTTESTS AS WELL AS THE LESSON PLAN FOR TEACHING. MASTERS OF ALL TRANSPARENCIES AND OTHER VISUAL AIDS NEEDED ARE INCLUDED. (KH)

VT 101 217
OCCUPATIONAL WORK ADJUSTMENT. VOCATIONAL ORIENTATION.

BOWLING GREEN STATE UNIV., OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 164P.

DESCRIPTORS - *GOAL ORIENTATION; *INSTRUCTIONAL MATERIALS; CAREER EDUCATION; CURRICULUM GUIDES; LESSON PLANS; *TEACHING GUIDES; *UNIT PLAN; *VOCATIONAL ADJUSTMENT

ABSTRACT - THIS CURRICULUM GUIDE IS A SERIES OF SELF-CONTAINED READY-TO-TEACH UNITS ON VOCATIONAL ORIENTATION FOR CLASSROOM USE BY OCCUPATIONAL WORK ADJUSTMENT TEACHER-COORDINATORS. EACH UNIT TEACHING PLAN IS PRECEDED BY AN INTRODUCTION CONTAINING BASIC BEHAVIORAL OBJECTIVES, REFERENCE LISTS, AND METHODS OF EVALUATION. THE LESSON PLAN OF SUGGESTED CONTENT AND METHODOLOGY REFERS TO SAMPLE HANDOUTS, PRE- AND POSTTESTS, TRANSPARENCY MASTERS AND SOURCES OF ADDITIONAL INFORMATION CONCERNING THE UNIT, ALL OF WHICH ARE INCLUDED IN THE GUIDE. GOOD GROOMING, CAREER EXPLORATION, PRE-EMPLOYMENT ACTIVITIES, AND JOB SAFETY ARE SOME OF THE TOPICAL AREAS COVERED BY THE UNITS. (KH)

VT 101 218
EVERHARDT, RICHARD M.
INTRODUCTION TO CASE STUDIES FOR DISTRIBUTIVE EDUCATION.

JEFFERSON HIGH SCHOOL, DELPHOS,

OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - OCT72 30P.

DESCRIPTORS - *CASE STUDIES (EDUCATION); *PROGRAM CONTENT; *DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; *TEACHING GUIDES

ABSTRACT - THIS DOCUMENT IS THE INSTRUCTOR'S INTRODUCTION TO A SERIES OF STUDENT MANUALS DEALING WITH CASE STUDIES IN POPULAR TOPIC AREAS OF DISTRIBUTIVE EDUCATION. INCLUDED IS A LESSON PLAN FOR INTRODUCING THE CASE STUDY MATERIAL IN THE CLASSROOM AS WELL AS AN OVERVIEW OF THE CONTENTS OF EACH MANUAL. AN EXPLANATION OF THE USE OF CORRESPONDING CASSETTE TAPES AND A GROUP OF SAMPLE TRANSPARENCIES AND HANDOUT SHEETS ARE ALSO PROVIDED IN THE BOOKLET. (KH)

VT 101 219
WIBBING, WILLIAM F.; KOENINGER, JIMMY G.
A STOCK MARKET GAME. BIG BOARD.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 19P.

DESCRIPTORS - CLASSROOM GAMES; *SIMULATION; *EDUCATIONAL GAMES; *GUIDES; *BUSINESS; DISTRIBUTIVE EDUCATION; *ECONOMIC EDUCATION
IDENTIFIERS - *STOCKMARKET SIMULATION

ABSTRACT - DESIGNED TO ASSIST STUDENTS IN UNDERSTANDING THE BASIC CONCEPTS OF BUYING AND SELLING STOCK, THIS GAME COULD BE USED AS AN INTRODUCTORY EXERCISE FOR AN INSTRUCTIONAL UNIT OR AS A CAPSTONE EXPERIENCE TESTING STUDENTS' ABILITY TO APPLY WHAT THEY HAVE LEARNED. USING A SIMULATION APPROACH, THE GAME DEPICTS FLUCTUATION OF THE STOCKMARKET AS A RESULT OF FICTIONAL CURRENT EVENTS AND PLAYERS VIE INDIVIDUALLY OR AS TEAMS TO ACCUMULATE THE GREATEST WEALTH BY INVESTING WISELY. INSTRUCTIONS TO THE TEACHER INCLUDE PREPARATION ACTIVITIES, SCHEDULING SUGGESTIONS AND SAMPLES OF THE STUDENT MATERIALS TO BE DUPLICATED. (KH)

VT 101 220
COURSE OUTLINE FOR RETAIL INDUCTION INTO SELF-SERVICE STORES.

KENT STATE UNIV., OHIO.; OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210 ($2.00).
PUB DATE - 70 102P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; SECONDARY SCHOOL STUDENTS; *ENTRY WORKERS; *SALES OCCUPATIONS; *DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; *TEACHING GUIDES; CURRICULUM GUIDES

ABSTRACT - THIS COURSE OUTLINE FOR DISTRIBUTIVE EDUCATION INSTRUCTORS CONTAINS A TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS WHO DESIRE SEASONAL EMPLOYMENT IN SELF-SERVICE STORES. ALTHOUGH WRITTEN FOR FIVE 2-HOUR SESSIONS OF INSTRUCTION, THE COURSE MAY BE EXTENDED BY TWO HOURS TO INSURE MASTERY OF THE MATERIAL COVERED. AN INSTRUCTION SHEET STATING BEHAVIORAL OBJECTIVES AND EQUIPMENT NEEDED FOR EACH SESSION IS FOLLOWED BY A COMPLETE LESSON PLAN, INCLUDING AN OUTLINE OF CONTENT AND TEACHING METHODS. TRANSPARENCIES AND PASS-OUT ORIGINALS ARE LOCATED IN THE ACCOMPANYING APPENDIX. (KH)

VT 101 221
RIDDLE, JACK F.
CAREER AWARENESS PACKAGES FOR INCARCERATED YOUTH. FINAL REPORT.

MARICOPA COUNTY SKILL CENTER, PHOENIX, ARIZ.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 26JUN74 6P.

DESCRIPTORS - *INSTITUTIONALIZED (PERSONS); *CORRECTIONAL REHABILITATION; *YOUTH PROGRAMS; *CAREER OPPORTUNITIES; *OCCUPATIONAL CLUSTERS; PROGRAMED MATERIALS
IDENTIFIERS - *CAREER AWARENESS; *ARIZONA

ABSTRACT - THIS DOCUMENT REPORTS ON A PROGRAM WHICH DEVELOPED CAREER AWARENESS PACKAGES FOR INCARCERATED YOUTH IN ARIZONA. THE OBJECTIVE OF THE PROGRAM WAS TO PROVIDE STUDENTS WITH HANDS-ON INTRODUCTIONS TO CAREER CLUSTERS WHICH THEY COULD CHOOSE TO PURSUE FURTHER IF SUFFICIENTLY STIMULATED. METHODS USED TO

DETERMINE THE TYPES OF PACKAGES THAT WOULD BEST SERVE THE YOUTHS' NEEDS INCLUDED CONSULTATION WITH PERSONNEL OF SIMILAR PROGRAMS AND FIELD TESTING AT A LOCAL SCHOOL. SIXTY PACKAGES HAVE BEEN DEVELOPED IN 14 MAJOR AREAS. ALTHOUGH SIMPLY LISTED BY TITLE IN THIS REPORT, EACH PACKAGE PROVIDES LESSON OBJECTIVES, EQUIPMENT INVENTORIES, INSTRUCTION PLANS AND EVALUATION DEVICES. (KH)

VT 101 222
AGRIBUSINESS AND NATURAL RESOURCE EDUCATION. TEN CURRICULUM GUIDES.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. DEPT. OF AGRICULTURAL EDUCATION.
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF CAREER EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 466P.

DESCRIPTORS - *AGRIBUSINESS; *NATURAL RESOURCES; *CAREER EDUCATION; *CURRICULUM GUIDES; SECONDARY SCHOOLS; ANIMAL SCIENCE; AGRONOMY; AGRICULTURAL ENGINEERING; FARM MANAGEMENT; AGRICULTURAL SUPPLY OCCUPATIONS; HORTICULTURE; CONSERVATION EDUCATION; WORK EXPERIENCE PROGRAMS; REFERENCE MATERIALS

ABSTRACT - THIS PACKET OF 10 CURRICULUM GUIDES, INTENDED TO AID IN PLANNING AND DEVELOPING MATERIALS FOR THE INTRODUCTION OF AGRIBUSINESS AND NATURAL RESOURCE EDUCATION, CAN BE USED IN STATE-WIDE EDUCATIONAL PROGRAMS. THE GUIDES ARE APPROPRIATE FOR ALL LEVELS FROM ELEMENTARY TO VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES, ALTHOUGH EMPHASIS IS ON THE SECONDARY LEVEL. THE OTHER NINE CURRICULUM GUIDES INCLUDE THE FOLLOWING: (1) ANIMAL SCIENCE, (2) AGRONOMIC SCIENCE, (3) AGRICULTURAL MECHANICS, (4) FARM BUSINESS MANAGEMENT, (5) AGRICULTURAL SUPPLIES AND SERVICES, (6) AGRICULTURAL PRODUCTS PROCESSING AND DISTRIBUTION, (7) HORTICULTURE, (8) AGRICULTURAL RESOURCES AND CONSERVATION, AND (9) OCCUPATIONAL EXPERIENCE IN AGRICULTURE. EACH CONTAINS UNITS AND PROBLEM AREAS FOR EACH TOPIC PLUS APPROPRIATE COMPETENCIES AND LEARNING ACTIVITIES. NO INDICATION OF THE LEVEL OF INSTRUCTION IS MADE SINCE THE AGRIBUSINESS AND NATURAL RESOURCE EDUCATION GUIDE PROVIDES THIS INFORMATION. IN EACH OF THE 10 GUIDES IS A LIST OF REFERENCES WITH SOURCES OF REFERENCES AND INSTRUCTIONAL AIDS FOR THE NINE TOPIC AREAS. (LJ)

VT 101 223
BAILLARGEON, JARVIS
SECONDARY INDUSTRIAL ARTS. AN INSTRUCTIONAL PLANNING GUIDE.

NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF INDUSTRIAL ARTS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 19P.

DESCRIPTORS - SECONDARY GRADES; *INDUSTRIAL ARTS; *CURRICULUM PLANNING; *INSTRUCTIONAL PROGRAMS; *COURSE ORGANIZATION; *GUIDELINES

ABSTRACT - THIS DOCUMENT OUTLINES A PROGRAM OF INDUSTRIAL ARTS INSTRUCTION FOR SECONDARY GRADES 9 THROUGH 12. EIGHT BASIC SERIES AREAS TITLED CERAMICS, DRAWING, ELECTRICITY, GRAPHIC ARTS, METALS, PLASTICS, POWER MECHANICS, AND WOODS AND THREE TECHNOLOGY SERIES AREAS TITLED GRAPHICS TECHNOLOGY, POWER TECHNOLOGY, AND PRODUCTION TECHNOLOGY ARE EACH DIVIDED INTO TWO SEMESTER (1/2 YEAR) SELF-CONTAINED ELECTIVE COURSES. EACH COURSE IS SUBDIVIDED INTO SECTIONS WITH A RECOMMENDED NUMBER OF DAILY CLASS PRESENTATIONS. A FORMAT FOR WRITING COURSES OF STUDY IS GIVEN TO ASSIST TEACHERS IN DEVELOPING LOCAL CURRICULUM GUIDES. (AUTHOR)

VT 101 224
BJORAKER, WALTER T., ED.
A COURSE OF STUDY IN FARM MANAGEMENT.

WISCONSIN UNIV., MADISON. DEPT. OF AGRICULTURAL AND EXTENSION EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
INSTR-SER-4
PUB DATE - 72 54P.

DESCRIPTORS - *CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; *FARM MANAGEMENT; *FARM VISITS; SUPERVISED FARM PRACTICE

ABSTRACT - THIS COURSE OF STUDY IN FARM MANAGEMENT WAS PLANNED PRIMARILY FOR USE BY INSTRUCTORS IN FARM TRAINING, PRODUCTION AGRICULTURE AND CONTINUING EDUCATION PROGRAMS BUT COULD ALSO BE ADAPTED FOR USE IN SECONDARY LEVEL VOCATIONAL AGRICULTURE PROGRAMS. WRITTEN FOR A MINIMUM OF 20 HOURS OF CLASSROOM INSTRUCTION, THE COURSE MATERIAL IS SUPPLEMENTED BY AN OUTLINE OF INDIVIDUAL INSTRUCTION TO BE CONDUCTED BY THE TEACHER DURING MONTHLY VISITS TO THE ENROLLEE'S FARM. MANAGEMENT PROCEDURES TO BE TAUGHT COVER SUCH AREAS AS FINANCIAL RECORD-KEEPING, INCOME TAX PREPARATION, AND LONG RANGE CROP AND LIVESTOCK PLANNING. WORKSHEETS, INVENTORY FORMS, SAMPLE LEDGERS, AND REFERENCE LISTS ARE APPENDED. (KH)

VT 101 225
A BRIEF GUIDE TO ELECTRONIC SECURITY ALARM SYSTEMS.

MOSLER CO., DANBURY, CONN. DIV. OF ELECTRONIC SYSTEMS.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - ND 27P.

DESCRIPTORS - *COMPONENT BUILDING SYSTEMS; *ELECTRONIC EQUIPMENT; *DISTRIBUTIVE EDUCATION; *INSTRUCTIONAL MATERIALS; MERCHANTS
IDENTIFIERS - *SECURITY ALARM SYSTEMS

ABSTRACT - THIS BOOKLET WAS SPECIFICALLY PREPARED TO EXPLAIN TO THE MERCANTILE BUSINESSMAN THE TYPES OF ELECTRONIC SECURITY ALARM SYSTEMS CURRENTLY AVAILABLE. FOLLOWING A DISCUSSION OF THE ROLE OF UNDERWRITER'S LABORATORIES (U.L.) IN SETTING STANDARDS FOR EQUIPMENT, THE GUIDE PRESENTS A LISTING OF THE VARIOUS TYPES OF ALARM SYSTEMS, INCLUDING A BRIEF DESCRIPTION OF THEIR OPERATION, ADVANTAGES, LIMITATIONS, AND COST FACTORS. A PLAN FOR ALARM INSTALLATION AND A GLOSSARY OF TERMS COMPLETE THE BOOKLET. (KH)

VT 101 226
TEACHING MATERIALS FOR GENERAL RELATED LESSONS IN INDUSTRIAL COOPERATIVE TRAINING.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
BULL-6
PUB DATE - MAR70 87P.

DESCRIPTORS - COOPERATIVE PROGRAMS; *INDUSTRIAL TRAINING; *RESOURCE GUIDES; RESOURCE MATERIALS; *CLASSROOM MATERIALS; *COOPERATIVE EDUCATION; AUDIOVISUAL AIDS

ABSTRACT - THIS RESOURCE GUIDE WAS DEVELOPED AS AN AID FOR TEACHERS OF RELATED CLASSROOM COURSES IN INDUSTRIAL COOPERATIVE TRAINING PROGRAMS. ARRANGED BY LESSON IN CONJUNCTION WITH A RELATED TEACHING GUIDE, THE MATERIALS, INCLUDING BOOKS, FILMS, FILMSTRIPS, TRANSPARENCIES AND LISTENING TAPES, ARE GEARED FOR HIGH SCHOOL STUDENTS PREPARING FOR ENTRY LEVEL EMPLOYMENT IN INDUSTRIAL, TECHNICAL, AND HEALTH AREAS. SOURCE ADDRESSES ALONG WITH OTHER RELEVANT INFORMATION ARE PROVIDED TO FACILITATE LOCATING THE MATERIALS. (KH)

VT 101 227
INSTRUCTIONAL GUIDE FOR COSMETOLOGY.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT72 481P.

DESCRIPTORS - *COSMETOLOGY; *TRADE AND INDUSTRIAL EDUCATION; *STATE CURRICULUM GUIDES; *TEACHING GUIDES; COSMETOLOGISTS
IDENTIFIERS - VIRGINIA

ABSTRACT - THIS VIRGINIA STATE CURRICULUM GUIDE COMPRISES 12 UNITS OF INSTRUCTION COVERING THE MATERIAL NEEDED TO PREPARE COSMETOLOGY CANDIDATES FOR LICENSURE IN THE STATE. DESIGNED FOR A 3-YEAR COURSE OF STUDY IN THE SECONDARY SCHOOLS, A 5-COLUMN TEACHING GUIDE PRESENTS THE UNIT TITLE, THE CONCEPTS TO BE TAUGHT, THE TEACHER PRESENTATION, STUDENT ACTIVITY, AND TEACHING AIDS. A SUMMARY OUTLINE SUGGESTS THE NEEDED TIME IN EACH YEAR OF THE COURSE FOR EACH UNIT TO BE TAUGHT. THE UNIT TITLES INCLUDE THE FOLLOWING: (1) CARE OF THE HANDS AND FEET, (2) CARE OF THE SKIN AND SCALP, (3) HAIRCOLORING, (4) HAIR PIECES, (5) HAIR SHAPING, (6) HAIR STRAIGHTENING, (7) HAIR STYLING, (8) IMAGE DEVELOPMENT, (9) PERMANENT WAVING, (10) PROFESSIONAL MAKEUP, (11) SALON MANAGEMENT, AND (12) SHAMPOOING AND COLORLESS RINSING. (MU)

VT 101 228
SWANKE, FLORENZ, AND OTHERS
HOME ECONOMICS. TEXTILES AND CLOTHING. COURSE CURRICULUM.

GRAND FORKS PUBLIC SCHOOLS, N. DAK.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 54P.

DESCRIPTORS - *CURRICULUM GUIDES; *TEXTILES INSTRUCTION; *CLOTHING INSTRUCTION; *HOME ECONOMICS EDUCATION; COURSE CONTENT; AUDIOVISUAL AIDS
IDENTIFIERS - GRAND FORKS (NORTH DAKOTA) PUBLIC SCHOOLS

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES AN OUTLINE OF THE SUBSTANTIVE ASPECTS OF THE TEXTILE AND CLOTHING CURRICULUM FOR THE GRAND FORKS (NORTH DAKOTA) PUBLIC SCHOOLS. INCLUDED ARE COURSE OUTLINES WHICH COVER FOUR LEVELS - BEGINNING, INTERMEDIATE, ADVANCED, AND SPECIAL INTEREST GROUPS. FOLLOWING A SUBSTANTIVE OUTLINE FOR EACH LEVEL IS AN ADDITIONAL OUTLINE WITH SPECIFIC

GOALS AND SUGGESTED LEARNING EXPERIENCES TO ACCOMPANY EACH SUBDIVISION. EXCEPT FOR LEVEL B (INTERMEDIATE), EACH LEVEL INCLUDES A UNIT TO STUDY THE RELATIONSHIP OF TEXTILES AND CLOTHING TO THE ECOLOGY. A BIBLIOGRAPHY AND LISTS OF FILMS AND FILMSTRIPS, PAMPHLETS, AND PERIODICALS ARE APPENDED. (LJ)

VT 101 229
HANSON, CLARK; GADDA, HILDING
GUIDELINES FOR ESTABLISHING OFF-FARM AGRICULTURAL EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE IN SOUTH DAKOTA.

SOUTH DAKOTA STATE UNIV., BROOKINGS. DEPT. OF AGRICULTURAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
DR. HILDING GADDA, DEPT. OF AGRICULTURAL EDUCATION, SOUTH DAKOTA STATE UNIV., BROOKINGS, SD 57006.
PUB DATE - AUG73 50P.

DESCRIPTORS - *OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; *AGRIBUSINESS; *CURRICULUM GUIDES; *WORK EXPERIENCE PROGRAMS; COOPERATIVE PROGRAMS; HIGH SCHOOL STUDENTS
IDENTIFIERS - SOUTH DAKOTA PUBLIC SCHOOLS

ABSTRACT - THIS PUBLICATION CONSISTS OF TENTATIVE GUIDELINES INTENDED TO BE USED TO ESTABLISH AND CONDUCT DIVERSIFIED OFF-FARM AGRICULTURAL OCCUPATION EXPERIENCE PROGRAMS FOR THE 1973-74 ACADEMIC YEAR IN SOUTH DAKOTA. THE PURPOSE OF THIS GUIDEBOOK IS TO PROVIDE THE LOCAL VOCATIONAL AGRICULTURE INSTRUCTOR WITH GUIDELINES, PROCEDURAL STEPS, PROMOTIONAL INFORMATION, AND RECOMMENDED REFERENCES FOR THE SUCCESSFUL IMPLEMENTATION OF AN OFF-FARM OCCUPATIONAL EXPERIENCE PROGRAM. THIS TYPE OF PROGRAM IS DEFINED AS A COOPERATIVE EDUCATIONAL EXPERIENCE PROVIDED FOR HIGH SCHOOL STUDENTS CONSISTING OF RELATED CLASSROOM INSTRUCTION IN AGRICULTURE, AGRIBUSINESS, AND RELATED SUBJECTS COMBINED WITH PLACEMENT FOR SUPERVISED OCCUPATIONAL EXPERIENCE IN A BUSINESS RELATED TO AGRICULTURE. EXAMPLES OF FORMS TO BE USED DURING THE PROGRAM ARE INCLUDED, AND A LIST OF REFERENCES IS PROVIDED. (AUTHOR/LJ)

VT 101 230
KAY, RONALD D.
TEXAS A&M FARM AND RANCH MANAGEMENT GAME.

TEXAS A AND M UNIV., COLLEGE STATION. TEXAS AGRICULTURAL EXPERIMENT STATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 46P.

DESCRIPTORS - *EDUCATIONAL GAMES; *AGRICULTURAL EDUCATION; *FARM MANAGEMENT; *VOCATIONAL AGRICULTURE; DECISION MAKING

ABSTRACT - THIS DOCUMENT PRESENTS AN EDUCATIONAL GAME DESIGNED TO GIVE STUDENTS OR STUDENT TEAMS PRACTICE IN MAKING FARM AND RANCH MANAGEMENT DECISIONS IN A LABORATORY SETTING. DECISIONS ARE MADE ON THE NUMBER OF ACRES TO BUY OR LEASE, ACRES OF VARIOUS CROPS TO BE GROWN, FERTILIZER LEVELS ON EACH CROP, AND THE NUMBER AND TYPE OF LIVESTOCK TO BE KEPT. THE MODEL THEN CALCULATES THE MACHINERY, BUILDINGS AND LABOR REQUIREMENTS, CROP AND LIVESTOCK YIELDS, PURCHASES MACHINERY AND BUILDINGS AS REQUIRED, BORROWS MONEY IF NEEDED, AND PERFORMS OTHER NECESSARY FINANCIAL CALCULATIONS TO PRINT OUT RESULTS. THE MODEL MAY BE USED FOR ANY NUMBER OF TEAMS IN ONE RUN. OUTPUT IS A LISTING OF THE ACRES OF CROPS AND NUMBER OF LIVESTOCK RAISED, YIELD AND PRICES RECEIVED, MACHINERY AND BUILDINGS PURCHASED, AN INCOME STATEMENT, A NET WORTH STATEMENT, AND A FLOW OF FUNDS SUMMARY. (AUTHOR/MU)

VT 101 231
OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION. PHASE III - 8TH GRADE. COURSE OF STUDY. EXPLORATORY EDUCATION.

PITTSBURGH BOARD OF PUBLIC EDUCATION, PA. DEPT. OF CURRICULUM AND INSTRUCTION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT73 593P.

DESCRIPTORS - *CURRICULUM GUIDES; *GRADE 8; *VOCATIONAL EDUCATION; *INDUSTRIAL ARTS; *HOME ECONOMICS; BUSINESS EDUCATION
IDENTIFIERS - PITTSBURGH; PENNSYLVANIA

ABSTRACT - THIS CURRICULUM GUIDE OUTLINES LEARNING PATTERNS WHICH MAY BE ADAPTED OR ADOPTED BY THE CREATIVE TEACHER IN OCCUPATIONAL EDUCATION. EMPHASIS IS PLACED ON PROCESSES BASIC TO SPECIFIC JOB ACTIVITIES FOUND WITHIN THE AREAS OF BUSINESS EDUCATION, HOME ECONOMICS, AND INDUSTRIAL ARTS. STUDENTS ARE ABLE TO ASSOCIATE, INTEGRATE AND CATALOG THESE BASIC PROCESSES WITH SPECIFIC JOB ROLES OR CAREERS RANGING FROM ENTRY LEVEL JOBS TO ADMINISTRATIVE POSITIONS. THE EDUCATIONAL GOAL OF THE EXPERIENCES IS THE ADAPTION OF THIS KNOWLEDGE TO FUTURE DECISION-MAKING PROCESSES BY THE STUDENTS.

FOR EACH UNIT GENERAL OBJECTIVES, SPECIFIC OBJECTIVES, PROCESSES, CAREERS, DEVELOPING CORE, STUDENT LEARNING ACTIVITIES AND REFERENCES ARE GIVEN. UNITS COVERED INCLUDE: BUSINESS COMMUNICATIONS, INFORMATION PROCESSING, MERCHANDISING, CLOTHING AND TEXTILES, FOODS AND NUTRITION, HOME, HEALTH AND COMMUNITY SERVICE, CONSTRUCTION, MANUFACTURING, POWER AND TRANSPORTATION, AND VISUAL COMMUNICATIONS. (AUTHOR/KB)

VT 101 232
INSTRUCTIONAL GUIDE FOR AUTOBODY REPAIR.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR73 140P.

DESCRIPTORS - *TRADE AND INDUSTRIAL EDUCATION; *STATE CURRICULUM GUIDES; *TEACHING GUIDES; *AUTO BODY REPAIRMEN; MOTOR VEHICLES; *REPAIR
IDENTIFIERS - VIRGINIA

ABSTRACT - THIS CURRICULUM GUIDE CONTAINS 11 UNITS OF INSTRUCTIONAL MATERIAL FOR A 1080-HOUR COURSE OF STUDY IN AUTO BODY REPAIR FOR THE SECONDARY SCHOOLS OF VIRGINIA. EACH UNIT OUTLINES THE MATERIAL IT COVERS AND PROVIDES A 4-COLUMN TEACHING GUIDE OF TITLE, INFORMATION, STUDENT ACTIVITIES, AND INSTRUCTIONAL AIDS. THE COURSE INCLUDES WELDING, CUTTING, AND SHAPING METAL, BASIC AUTOMOTIVE ELECTRICITY, BODY AND FRAME REPAIR, REFINISHING, AND SHOP MANAGEMENT. AN EXTENSIVE BIBLIOGRAPHY, A SAMPLE LESSON PLAN, AND A SUGGESTED EQUIPMENT LIST ARE APPENDED. (MU)

VT 101 233
VOCATIONAL CARPENTRY CURRICULUM GUIDE.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR73 162P.

DESCRIPTORS - BUILDING TRADES; *TRADE AND INDUSTRIAL EDUCATION; SECONDARY GRADES; *SHOP CURRICULUM; *CARPENTERS; *CURRICULUM GUIDES; *TIME BLOCKS; VOCATIONAL EDUCATION

ABSTRACT - THIS MANUAL IS PRESENTED AS A BASIC GUIDE FOR USE BY VOCATIONAL CARPENTRY INSTRUCTORS IN FORMULATING THEIR OWN COURSES OF STUDY. DESIGNED FOR CLASSES AT THE TENTH, ELEVENTH, AND TWELFTH GRADE LEVELS, THE MATERIAL IS PLANNED AS A 2-YEAR SEQUENCE, INCORPORATING 1080 CLASS HOURS OF INSTRUCTION. SUGGESTED UNITS OF INSTRUCTION, EMPHASIZING LIGHT AND RESIDENTIAL TYPE CONSTRUCTION, ARE PRESENTED IN A BLOCK TIME SCHEDULE, PROVIDING A CHART OF INFORMATION AND ACTIVITIES TO BE INCLUDED IN EACH UNIT AND A LISTING OF RELATED INSTRUCTIONAL AIDS. SAMPLE LESSON PLANS, REFERENCE SHEETS AND OTHER CLASSROOM MATERIALS ARE APPENDED. (KH)

VT 101 234
LABORATORY MANAGEMENT FOR COSMETOLOGY INSTRUCTION. A MANAGEMENT GUIDE FOR TEACHERS.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 96P.

DESCRIPTORS - *RECORDS (FORMS); *COSMETOLOGY; TEACHING GUIDES; *CLASS MANAGEMENT; *MANAGEMENT SYSTEMS; *CLASSROOM MATERIALS; LABORATORY TRAINING

ABSTRACT - THIS BOOKLET CONTAINS RECORD-KEEPING FORMS AND OTHER SELECTED MATERIALS WHICH WILL HELP THE COSMETOLOGY TEACHER ORGANIZE AND MANAGE CLASSES WHERE MANY TYPES OF ACTIVITIES ARE CONDUCTED CONCURRENTLY. AN OPENING SECTION DISCUSSES THE IMPORTANCE OF PLANNING AND INTRODUCES BASIC INSTRUCTIONAL METHODS AND SOURCES OF TEACHING MATERIAL. THE FORMS WHICH FOLLOW INCLUDE SAMPLES OF SCHEDULE SHEETS, INVENTORIES, ATTENDANCE RECORDS AND VARIOUS OTHER BOOKKEEPING MATERIALS AS WELL AS PLANNING FORMS FOR STUDENT INSTRUCTION. THE TABLE OF CONTENTS, ALTHOUGH LISTING RELEVANT TOPICS, DOES NOT APPEAR TO BE COORDINATED WITH THE MATERIAL IN THE GUIDE. (KH)

VT 101 235
HORTICULTURAL MECHANICS. COURSE OUTLINE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 9P.

DESCRIPTORS - *CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; *ORNAMENTAL HORTICULTURE OCCUPATION; HORTICULTURE; *UNITS OF STUDY (SUBJECT FIELDS);

*MECHANICAL EQUIPMENT

ABSTRACT - THIS COURSE OUTLINE FOR HORTICULTURAL MECHANICS IS DESIGNED TO COVER BOTH FALL AND SPRING SEMESTER WORK. EACH SEMESTER COURSE IS DIVIDED INTO UNITS OF INSTRUCTION INCLUDING, AMONG OTHER TOPICS, THE FOLLOWING: (1) ORIENTATION AND SAFETY, (2) PLUMBING, (3) HYDRAULICS, (4) TREE TOOLS, (5) GRASS CUTTING EQUIPMENT, (6) SPRAYING AND SPREADING EQUIPMENT, AND (7) IRRIGATION SYSTEMS. A MATRIX OF INSTRUCTIONAL UNITS AND OCCUPATIONAL AREAS IN ORNAMENTAL HORTICULTURE ALLOWS FOR FLEXIBLE USE OF THE OUTLINE TO FULFILL SPECIFIC OCCUPATIONAL NEEDS. (KH)

VT 101 236
RECORD BOOK OF OCCUPATIONAL SKILLS AND TASKS IN AGRICULTURE. (PRELIMINARY DRAFT).

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. AGRICULTURAL EDUCATION SERVICE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 25P.

DESCRIPTORS - *RECORDS (FORMS); *VOCATIONAL AGRICULTURE; *STUDENT EXPERIENCE; LEARNING ACTIVITIES; *AGRICULTURAL SKILLS

ABSTRACT - THIS RECORD BOOK IS DESIGNED TO SERVE AS A SUMMARY OF ACTIVITIES UNDERTAKEN BY THE VOCATIONAL AGRICULTURE STUDENT THROUGHOUT HIS OR HER INSTRUCTIONAL PROGRAM. OPPORTUNITY IS PROVIDED FOR THE STUDENT TO RECORD EXPERIENCES IN THE SCHOOL SHOP, THE GREENHOUSE, THE LAND LABORATORY, AND HOME GROUNDS, AS CHOSEN IN LINE WITH A PLANNED CAREER. BESIDES ALLOWING FOR STUDENT SELF-EVALUATION AND TEACHER EVALUATION, THE BOOKLET PROVIDES A PLACE TO RECORD PRIZES, AWARDS, AND OTHER ACHIEVEMENTS IN STUDENT AGRICULTURAL CLUBS. (KH)

VT 101 237
MOTORCYCLE AND MOTOR-DRIVEN CYCLE STUDY UNIT.

ILLINOIS STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD. DEPT. OF SAFETY EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 71 22P.

DESCRIPTORS - *DRIVER EDUCATION; *CURRICULUM GUIDES; SAFETY EDUCATION; *TRAFFIC SAFETY; *UNITS OF STUDY (SUBJECT FIELDS)
IDENTIFIERS - *MOTORCYCLES

ABSTRACT - INTENDED PRIMARILY TO SUPPLEMENT A REGULAR DRIVER EDUCATION COURSE, THIS STUDY UNIT ON MOTORCYCLE DRIVING COULD ALSO INCORPORATED INTO THE REGULAR COURSE OUTLINE. THE ENTIRE COURSE OUTLINE IS DESIGNED FOR 8-12 HOURS OF INSTRUCTION AND INCLUDES ACCIDENT STATISTICS, BASIC OPERATING PROCEDURES, SPECIFIC MOTORCYCLE REGULATIONS, SAFETY CHECKS, AND PROBLEMS OF MOTORCYCLISTS AND MOTORISTS SHARING THE ROAD. THE STATISTICAL TABLES AND REGULATIONS CONCERNING MOTORCYCLES ARE APPENDED AS ARE PRACTICE RIDING INSTRUCTIONS AND A LIST OF RESOURCES. (KH)

VT 101 238
RESOURCE MATERIALS FOR HOME ECONOMICS EDUCATION IN PENNSYLVANIA SCHOOLS. HUMAN DEVELOPMENT AND THE FAMILY. BOOK 2.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.; MARYWOOD COLL., PA.; MANSFIELD STATE COLL., PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 64P.

DESCRIPTORS - *RESOURCE GUIDES; *HOME ECONOMICS EDUCATION; RESOURCE MATERIALS; *HUMAN DEVELOPMENT; *FAMILY RELATIONSHIP; COMPREHENSIVE PROGRAMS

ABSTRACT - THIS BOOKLET DEALS WITH CURRICULUM RESOURCE MATERIALS FOR THE STUDY OF HUMAN DEVELOPMENT AND THE FAMILY, A BRANCH OF HOME ECONOMICS EDUCATION. THE MATERIALS ARE DESIGNED FOR A COMPREHENSIVE PROGRAM OF INSTRUCTION FROM KINDERGARTEN THROUGH ADULT EDUCATION AND COVERS THREE BASIC CONCEPTS: (1) SELF, (2) FAMILY, AND (3) COMMUNITY. MORE SPECIFIC CONCEPTS ARE PROVIDED FOR EACH LEVEL AS WELL AS SUGGESTED OBJECTIVES, SUPPORTIVE LEARNING ACTIVITIES, SAMPLE PUPIL EXPERIENCES AND EVALUATION DEVICES. AN ANNOTATED BIBLIOGRAPHY LISTS AUDIOVISUAL AIDS, PRINTED MATERIAL AND AGENCIES WHICH MAY BE HELPFUL IN PROVIDING INFORMATION ABOUT HUMAN DEVELOPMENT. (KH)

VT 101 239
HANSEN, GARY G.
A GUIDE TO THE METRIC SYSTEM.

PURDUE UNIV., LAFAYETTE, IND. BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
MF AVAILABLE IN VT-ERIC SET.

PUB DATE - 72 17P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *METRIC SYSTEM; *MEASUREMENT; *GUIDES

ABSTRACT - WRITTEN IN NON-TECHNICAL LANGUAGE, THIS BASIC GUIDE TO USING THE METRIC SYSTEM COULD BE OF BENEFIT TO CHILDREN AND ADULTS ALIKE DURING THE INEVITABLE TRANSITION PERIOD IN THE UNITED STATES. A BRIEF DISCUSSION OF THE NEED FOR MEASUREMENT AND THE HISTORY OF MEASURING TECHNIQUES IS FOLLOWED BY AN EXPLANATION OF THE SIX BASIC AREAS OF MEASUREMENT AND THEIR METRIC COMPONENTS. THESE AREAS ARE LENGTH, WEIGHT, MASS, TIME, TEMPERATURE, AND LUMINOUS INTENSITY. THE GUIDE ALSO CONTAINS A TABLE FOR CONVERSION FROM ENGLISH TO METRIC UNITS AND A SUMMARY OF PRACTICAL ADVANTAGES OFFERED BY THE METRIC SYSTEM. (KH)

VT 101 240
MORTENSEN, JAMES H.; BROWN, EDWARD J.
EXPLORING OCCUPATIONS IN THE NATURAL RESOURCES. A STUDENT RESOURCE GUIDE FOR THE MIDDLE SCHOOL.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4432(357)
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402
PUB DATE - 73 89P.

DESCRIPTORS - *NATURAL RESOURCES; *RESOURCE GUIDES; OCCUPATIONAL CLUSTERS; *OCCUPATIONAL INFORMATION; CAREER EDUCATION; MIDDLE SCHOOLS; CAREER CHOICE; *CAREER OPPORTUNITIES

ABSTRACT - DESIGNED FOR BOTH GROUP AND INDIVIDUAL USE, THIS STUDENT RESOURCE GUIDE SUGGESTS A CONTINUUM OF PLANNED CAREER EXPLORATION EXPERIENCES IN THE FIELD OF NATURAL RESOURCES. INFORMATION AND ACTIVITIES IN THE OPENING SECTION HELP MIDDLE SCHOOL STUDENTS DEVELOP REALISTIC SELF IMAGES AND ATTITUDES TOWARD EDUCATIONAL AND VOCATIONAL CHOICES. THE BODY OF THE GUIDE CONSISTS OF BRIEF DESCRIPTIONS OF NATURAL RESOURCE OCCUPATIONS, LISTED IN RELATED CLUSTERS. THESE OCCUPATIONAL BRIEFS INCLUDE USUAL DUTIES, JOB CHARACTERISTICS, QUALIFICATIONS, EMPLOYMENT PROSPECTS, AND ADVANCEMENT OPPORTUNITIES. THE APPENDICES SUGGEST RELATED RESOURCE MATERIALS TO BE FOUND WITHIN THE COMMUNITY. (KH)

VT 101 241
SOLES, ROBERT L.
NATURAL RESOURCES TECHNOLOGIES. A SUGGESTED POST HIGH SCHOOL PROGRAM DEVELOPMENT GUIDE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4432(357)
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402
PUB DATE - 73 65P.

DESCRIPTORS - *NATURAL RESOURCES; *POST SECONDARY EDUCATION; *TECHNICAL OCCUPATIONS; *PROGRAM DEVELOPMENT; *PROGRAM GUIDES; PROGRAM PLANNING

ABSTRACT - THIS GUIDE FOR THE DEVELOPMENT OF TECHNICAL PROGRAMS IN NATURAL RESOURCES IS GEARED SPECIFICALLY FOR ADMINISTRATORS OF POST-SECONDARY INSTITUTIONS. IN EACH OF EIGHT NATURAL RESOURCE TECHNOLOGY FIELDS THE FOLLOWING SUBJECTS ARE DISCUSSED: (1) DEFINITION, SCOPE, AND ENVIRONMENTAL SIGNIFICANCE OF THE RESOURCES, (2) JOB DESCRIPTIONS AND QUALIFICATIONS, (3) SUGGESTED CURRICULA, INCLUDING GENERAL PROGRAM CONSIDERATIONS, COURSE TITLES, SEQUENCE AND COURSE DESCRIPTIONS, (4) SELECTED REFERENCES, AND (5) A LIST OF PROFESSIONAL AND TECHNICAL ORGANIZATIONS. OTHER CONSIDERATIONS SUCH AS STUDENT SCREENING, ESTABLISHMENT OF ADVISORY COMMITTEES, STAFFING AND FACILITIES ARE INCLUDED IN THE GUIDE. (KH)

VT 101 242
WARD, GEORGE C.
NATURAL RESOURCES AND CAREER AWARENESS. A TEACHER'S GUIDE FOR GRADES K-6.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4432(357)
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
PUB DATE - 73 114P.

DESCRIPTORS - *NATURAL RESOURCES; *TEACHING GUIDES; *LEARNING ACTIVITIES; *CAREER EDUCATION; *ELEMENTARY GRADES; ELEMENTARY SCHOOL CURRICULUM; OCCUPATIONAL

INFORMATION; SEQUENTIAL PROGRAMS
IDENTIFIERS - *CAREER AWARENESS

ABSTRACT - THE PURPOSE OF THIS TEACHER'S GUIDE FOR NATURAL RESOURCES IS TWOFOLD: (1) TO PRESENT A SEQUENCED PROGRAM OF SUGGESTED TOPICS AND LEARNING ACTIVITIES AND (2) TO OFFER INFORMATION REGARDING CAREER OPPORTUNITIES. SECTION A (GRADES K-2) EXPLORES THE CHILD'S WORLD AND DIVIDES THIS WORLD INTO IDENTIFIABLE STUDY GROUPS; SECTION B (GRADES 3 AND 4) DEALS WITH THE NEEDS OF LIVING THINGS; SECTION C (GRADES 5 AND 6) OFFERS SPECIFIC INFORMATION ABOUT INTERRELATIONSHIPS THAT EXIST IN NATURE. EACH SECTION IS SUBDIVIDED INTO TOPICS, INCLUDING TEACHER INFORMATION AND CLASS ACTIVITIES, WORKSHEETS, AND EVALUATION DEVICES, AND PROGRESSES FROM GENERAL TO SPECIFIC INFORMATION. SELECTED LISTS OF REFERENCE BOOKS ARE APPENDED. (KH)

VT 101 243
MORTENSEN, JAMES H.
OCCUPATIONAL PREPARATION IN THE NATURAL RESOURCES. A SUGGESTED HIGH SCHOOL CURRICULUM GUIDE.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4432(357)
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
PUB DATE - 73 75P.

DESCRIPTORS - *PROGRAM GUIDES; *CURRICULUM GUIDES; UNITS OF STUDY (SUBJECT FIELDS); *NATURAL RESOURCES; *CAREER EDUCATION; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION

ABSTRACT - INTENDED FOR USE BY VOCATIONAL ADMINISTRATORS, COUNSELORS, AND INSTRUCTORS, THIS CURRICULUM GUIDE PROVIDES A MODEL PLAN FOR NATURAL RESOURCE OCCUPATIONAL PREPARATION PROGRAMS. GUIDELINES FOR DEVELOPING AND IMPLEMENTING SUCH A PROGRAM ARE FOLLOWED BY OUTLINED UNITS IN TEN CAREER AREAS IN NATURAL RESOURCES. THE UNITS INCLUDE SUGGESTED BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, AND REFERENCES. ALTHOUGH THE INDICATED LEVEL OF INSTRUCTION IS HIGH SCHOOL, THE OUTLINED UNITS COULD BE ADAPTED FOR USE AT ANY LEVEL, INCLUDING EMPLOYED ADULTS. LISTS OF TEXTBOOKS, AUDIOVISUAL AIDS, AND COOPERATING SCIENTIFIC, TRADE, AND TECHNICAL SOCIETIES ARE APPENDED. (KH)

VT 101 244
SULLIVAN, ANGELINA ROMERO, AND OTHERS
A CAREER IMPLEMENTATION PROGRAM FOR A SMALL RURAL SCHOOL: PENASCO, NEW MEXICO.

PENASCO PUBLIC SCHOOLS, N. MEX.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5302
PUB DATE - MAY74 90P.

DESCRIPTORS - *CAREER EDUCATION; *CLASS ACTIVITIES; *RURAL SCHOOLS; KINDERGARTEN CHILDREN; PRIMARY GRADES; INTERMEDIATE GRADES; JUNIOR HIGH SCHOOLS; HIGH SCHOOLS
IDENTIFIERS - NEW MEXICO

ABSTRACT - THE CAREER IMPLEMENTATION ACTIVITIES PRESENTED IN THIS FIRST EDITION ARE REPRESENTATIVE OF THOSE INITIATED BY TEACHERS OF THE PENASCO AND ST. ANTHONY'S SCHOOLS (PENASCO, NEW MEXICO). THE FIRST SEMESTER OF THE 1973-74 WAS SPENT IN TEACHER ORIENTATION WORKSHOPS AND IN-SERVICE PLANNING TOWARD A PROGRESSIVE ARTICULATION OF CAREER EDUCATION. THE INTEGRATED CLASSROOM ACTIVITIES PRESENTED IN THIS DOCUMENT WERE DEVELOPED DURING THE FIRST SEMESTER OF IMPLEMENTATION. AS A 3-YEAR EXEMPLARY PROJECT, THE CURRENT COLLECTION OF ACTIVITIES ARE NOW AMONG THE FIRST OBSERVED AND RECORDED. ACTIVITIES FOR THE KINDERGARTEN, PRIMARY, INTERMEDIATE, JUNIOR HIGH, AND HIGH SCHOOL LEVELS ARE PRESENTED IN THE REPORT BY SECTIONS. INCLUDED ARE DESCRIPTIONS OF CLASS ACTIVITIES WRITTEN BY THE TEACHER COORDINATOR AND STUDENT WRITINGS ABOUT THEIR EXPERIENCES. (AUTHOR/LJ)

VT 101 245
TRAINING COURSE FOR POWER OPERATING PERSONNEL. BASIC MATHEMATICS. LESSON NO. IV. POSITIVE AND NEGATIVE NUMBERS.

DEPARTMENT OF THE INTERIOR, DENVER, COLO. ENGINEERING AND RESEARCH CENTER.
BUREAU OF RECLAMATION (DEPT. OF INTERIOR), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 72P.

DESCRIPTORS - *JOB TRAINING; *STUDY GUIDES; *INDIVIDUALIZED INSTRUCTION; *PRACTICAL MATHEMATICS; REFRESHER COURSES
IDENTIFIERS - POWER OPERATING PERSONNEL

ABSTRACT - A REFRESHER COURSE DESIGNED TO ACQUAINT THE STUDENT WITH POSITIVE AND NEGATIVE NUMBERS AND THEIR RELATIONSHIP TO EACH OTHER IS PRESENTED IN THIS STUDY GUIDE WHICH IS ONE OF A SERIES FOR TRAINING POWER OPERATING PERSONNEL. CONTENT HIGHLIGHTS INCLUDE USE OF SYMBOLS TO DESIGNATE POSITIVE AND NEGATIVE QUANTITIES, READING OF SCALE VALUES ABOVE AND BELOW ZERO, ADDITION OF NEGATIVE NUMBERS AND POSITIVE AND NEGATIVE NUMBERS, SUBTRACTION OF LARGE POSITIVE NUMBERS FROM SMALLER POSITIVE NUMBERS AND LABELING THE ANSWER, AND SOLVING TRULY REPRESENTATIVE QUANTITIES REQUIRING THE USE OF POSITIVE AND NEGATIVE NUMBERS. THE BOOKLET INCLUDES NOT ONLY LESSON NUMBER IV, BUT ALSO THE EXERCISE AND PROBLEM BOOK, PRETEST AND POSTTEST QUESTIONS AND EXERCISES, AND ANSWERS TO THE TESTS AND EXERCISES. (AUTHOR/LJ)

VT 101 246
TRAINING COURSE FOR POWER OPERATING PERSONNEL. BASIC MATHEMATICS. LESSON NO. III. DECIMALS AND PERCENT.

DEPARTMENT OF THE INTERIOR, DENVER, COLO. ENGINEERING AND RESEARCH CENTER.
BUREAU OF RECLAMATION (DEPT. OF INTERIOR), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 333P.

DESCRIPTORS - *DECIMAL FRACTIONS; *PERCENTAGE; *JOB TRAINING; *PRACTICAL MATHEMATICS; *STUDY GUIDES; INDIVIDUALIZED INSTRUCTION; REFRESHER COURSES
IDENTIFIERS - POWER OPERATING PERSONNEL

ABSTRACT - THIS STUDY GUIDE WHICH IS LESSON NUMBER III IN THE SERIES FOR TRAINING POWER OPERATING PERSONNEL IS DESIGNED TO BE A REFRESHER COURSE IN DECIMALS AND PERCENT INCLUDING THEIR RELATIONSHIP TO EACH OTHER AND TO FRACTIONS AS WELL AS A PRACTICAL MATHEMATICAL STUDY INVOLVING ALL THREE. COVERED IN THE LESSON ARE NOMENCLATURE OF DECIMALS AND PERCENT; THE RELATIONSHIP BETWEEN FRACTIONS, DECIMALS, AND PERCENT; AND THE CONVERSION OF ONE TO THE OTHER AS WELL AS ADDING, SUBTRACTING, MULTIPLYING, AND DIVIDING DECIMALS. ROUNDING OFF AND CHECKING DECIMAL ANSWERS ARE PART OF THE PROBLEM AND EXERCISES. OF GREAT IMPORTANCE TO POWER PLANT OPERATORS TODAY IS THE SECTION ON CONVERTING MEASUREMENTS IN CERTAIN UNITS TO DECIMALS OF OTHER UNITS IN THE SAME SCALE. FOR USE WITH THE LESSON IS AN EXERCISE AND PROBLEM BOOK, PRETEST AND POSTTEST QUESTIONS AND EXERCISES AND THE ANSWERS TO THE TESTS AND EXERCISES. (AUTHOR/LJ)

VT 101 247
TRAINING COURSE FOR POWER OPERATING PERSONNEL. BASIC MATHEMATICS. LESSON NO. II. FRACTIONS.

DEPARTMENT OF THE INTERIOR, DENVER, COLO. ENGINEERING AND RESEARCH CENTER.
BUREAU OF RECLAMATION (DEPT. OF INTERIOR), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 292P.

DESCRIPTORS - *JOB TRAINING; *STUDY GUIDES; *FRACTIONS; *PRACTICAL MATHEMATICS; *INDIVIDUALIZED INSTRUCTION; REFRESHER COURSES; MATHEMATICS
IDENTIFIERS - POWER OPERATING PERSONNEL

ABSTRACT - A PART OF THE SERIES FOR TRAINING POWER OPERATING PERSONNEL, THIS LESSON IS INTENDED AS A REFRESHER COURSE IN THE USE AND TERMINOLOGY OF FRACTIONS AND THEIR IDENTIFICATION AND USE IN ADDITION, SUBSTRACTION, MULTIPLICATION, AND DIVISION AS WELL AS A BRIEFING IN THE SYMBOLS USED IN THESE ARITHMETIC PROCESSES. OTHER TOPICS ARE COMMON DENOMINATORS AND CONVERTING IMPROPER FRACTIONS TO WHOLE OR MIXED NUMBERS. ALONG WITH THE LESSON ARE AN EXERCISE AND PROBLEM BOOK, PRETEST AND POSTTEST QUESTIONS AND EXERCISES, AND THE APPROPRIATE ANSWERS TO THESE TESTS AND EXERCISES. (AUTHOR/LJ)

VT 101 248
CRABTREE, JACQUELYN
FINDING TOPIC SENTENCES. HEALTH RELATED OCCUPATIONS. ART-ENGLISH-CAREER EDUCATION.

POTTAWATTAMIE COUNTY SCHOOL SYSTEM, COUNCIL BLUFFS, IOWA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 14P.

DESCRIPTORS - *HEALTH OCCUPATIONS EDUCATION; *CAREER EDUCATION; *ELEMENTARY SCHOOL CURRICULUM; *WORKBOOKS; ART ACTIVITIES; ENGLISH CURRICULUM
IDENTIFIERS - IOWA

ABSTRACT - THIS DOCUMENT IS AN EXAMPLE OF A WORKBOOK THAT CAN BE DEVELOPED BY THE CLASSROOM TEACHER FOR THE PURPOSE OF INTEGRATING CAREER EDUCATION INTO SUBJECT MATTER AREAS. BY ASKING THE STUDENT TO INDICATE THE TOPIC SENTENCE OF A PARAGRAPH DEALING WITH A HEALTH-RELATED OCCUPATION AND THEN TO DRAW A PICTURE ABOUT

THE PARAGRAPH, SKILLS IN ART AND ENGLISH ARE COMBINED TO PRODUCE A CAREER EDUCATION UNIT. THIS IS PART OF THE "WHAT HAT WILL YOUR CHILD CHOOSE?" SERIES. (AUTHOR/LJ)

VT 101 249
MUNRO, WILLIAM
CHANNELS OF DISTRIBUTION WITH TRANSPARENCY SET.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 57P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *INSTRUCTIONAL MATERIALS; *MARKETING

ABSTRACT - THIS UNIT IS INTENDED TO PROVIDE DISTRIBUTIVE EDUCATION STUDENTS WITH AN INTRODUCTION TO THE CONCEPT OF MARKETING DISTRIBUTION, INCLUDING DISTRIBUTION CHANNELS, WHOLESALERS, AND THE IMPORTANCE OF WHOLESALE, RETAIL, AND SERVICE ESTABLISHMENTS. FOLLOWING BRIEF STATEMENTS CLARIFYING VOCABULARY TO BE USED, VARIOUS TYPES OF BUSINESS OWNERSHIP ARE DISCUSSED, AS ARE THE FUNCTIONAL DIVISIONS OF A MAJOR RETAIL OPERATION. A SET OF TRANSPARENCY MASTERS ACCOMPANIES THE UNIT AND ILLUSTRATE IN GRAPHIC FORM MANY OF THE CONCEPTS PRESENTED IN THE TEXT. (KH)

VT 101 250
COOK, IVA DEAN
OCCUPATIONAL NOTEBOOK PROGRAM. STUDENT OCCUPATIONAL NOTEBOOK.

WEST VIRGINIA UNIV., NITRO. KANAWHA VALLEY GRADUATE CENTER.
MF AVAILABLE IN VT-ERIC SET.
RESEARCH PRESS CO., P.O. BOX 3177, COUNTRY FAIR STATION, CHAMPAIGN, IL 61820
PUB DATE - 72 47P.

DESCRIPTORS - *TRAINABLE MENTALLY HANDICAPPED; *WORK ATTITUDES; *WORKBOOKS; JOB SKILLS; *EMPLOYEE RESPONSIBILITY

ABSTRACT - THIS STUDENT NOTEBOOK, PART OF AN OCCUPATIONAL ORIENTATION PROGRAM FOR THE EDUCABLE MENTALLY RETARDED, IS DESIGNED TO GUIDE STUDENTS THROUGH A SERIES OF EXERCISES PLANNED TO GIVE THEM THE PRACTICAL SKILLS AND BASIC KNOWLEDGE REQUIRED FOR EMPLOYMENT. OPPORTUNITY IS PROVIDED FOR EXPOSURE TO THE FOLLOWING: (1) FILLING OUT APPLICATION FORMS, (2) PREPARING FOR AN INTERVIEW, (3) GETTING TO WORK ON TIME, (4) USING THE TELEPHONE, (5) PERSONAL GROOMING TIPS, AND (6) DEVELOPING A WORKABLE JOB VOCABULARY. IT IS SUGGESTED THAT THE STUDENTS COMPLETE SPECIFIC ENTRIES ON PRACTICE SHEETS FIRST SO THAT THE NOTEBOOK MAY SERVE AS A PERMANENT REFERENCE TOOL. (KH)

VT 101 251
BARNES, EVELYN S.
PATHWAYS TO SELF-IMPROVEMENT. AN INSTRUCTIONAL PACKAGE IN THE OHIO DISTRIBUTIVE EDUCATION CURRICULUM.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 93P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *TEACHING GUIDES; *UNITS OF STUDY (SUBJECT FIELDS); *SELF ACTUALIZATION; PERSONALITY DEVELOPMENT; STUDENT PROJECTS

ABSTRACT - DESIGNED FOR DISTRIBUTIVE EDUCATION CLASSES, THIS TEACHER'S GUIDE FOR A STUDENT UNIT ON SELF-IMPROVEMENT IS DIVIDED INTO THE FOLLOWING THREE TOPICS: (1) THE SUCCESS TYPE PERSONALITY, (2) THE PHYSICAL YOU, AND (3) THE VOCAL YOU. EACH TOPIC PRESENTED LISTS CONTENT AND TEACHING TIPS AS WELL AS SEVERAL RELATED VOCATIONALLY-ORIENTED PROJECTS AND A REFERENCE LIST. THE SPIRAL-BOUND DESIGN OF THE GUIDE ALLOWS FOR REMOVAL AND DUPLICATION OF THE PROJECT WORKSHEETS SO THAT EACH STUDENT WILL HAVE A RECORD OF HIS ACTIVITIES. A COMPLETE BIBLIOGRAPHY IS FOUND AT THE END OF THE UNIT AS ARE DIRECTIONS FOR USING PANEL DISCUSSIONS, BUZZ SESSIONS, BRAINSTORMING AND CASE STUDY METHODS. (KH)

VT 101 252
CAREER ENGLISH IS GROWTH IN ENGLISH SKILLS. MAKING COMMUNICATIONS WORK FOR YOU.

BREVARD COUNTY SCHOOL BOARD, COCOA, FLA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 32P.

DESCRIPTORS - SECONDARY GRADES; *COURSE DESCRIPTIONS; *PROGRAM GUIDES; *CAREER EDUCATION; *LANGUAGE ARTS; *ENGLISH CURRICULUM; COMMUNICATION SKILLS

ABSTRACT - THIS COURSE OVERVIEW IS THE RESULT OF A PROJECT WHICH ATTEMPTED TO INCORPORATE ALL LANGUAGE ARTS SKILLS, COMPETENCIES AND OBJECTIVES INTO A TWO SEMESTER COURSE IN CAREER ENGLISH FOR HIGH SCHOOL STUDENTS. DESIGNED TO FIT

INTO A MAJOR CAREER EDUCATION PROGRAM. THE COURSES ARE DESIGNED FOR LOW ACHIEVING STUDENTS AND FOR STUDENTS WITH AVERAGE TO HIGH ACHIEVEMENT RATES. EACH COURSE OVERVIEW IS ROUGHLY DIVIDED INTO THREE UNITS AND LISTS THE TYPE OF ACTIVITIES TO BE USED IN TEACHING. ALSO INCLUDED IN THIS GUIDE ARE LISTS OF TEACHING MATERIALS SUCH AS AUDIOVISUAL AIDS, GAMES, PAPERBACK BOOKS, AND NAMES AND ADDRESSES OF SOURCES OF CAREER ENGLISH MATERIALS. (KH)

VT 101 253
LINDSTROM, PHYLLIS, AND OTHERS
THE LANGUAGE OF WRITING IN A COMMUNICATION SKILLS SERIES: SKILLS FOR LEISURE, CAREERS, AND SELF-DEVELOPMENT.

ROBBINSDALE INDEPENDENT SCHOOL DISTRICT 281, MINNEAPOLIS, MINN.
MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 341P.

DESCRIPTORS - *UNITS OF STUDY (SUBJECT FIELDS); *CAREER EDUCATION; LANGUAGE ARTS; CURRICULUM GUIDES; *WRITING SKILLS; SECONDARY GRADES
IDENTIFIERS - ROBBINSDALE AREA SCHOOLS

ABSTRACT - THIS GUIDE FOR SECONDARY LEVEL LANGUAGE ARTS IS THE RESULT OF A CURRICULUM WRITING EXPERIMENT IN WHICH THE CONTENT WAS PLACED IN A CURRICULUM WRITING EXPERIMENT IN WHICH THE CONTENT WAS PLACED IN A CAREER-RELATED SCHEMA, UNGRADED AND EXPERIENCE BASED IN COMPOSITION SKILLS. EACH OF FIVE UNITS INCLUDES COLOR-KEYED PAGES OF TEACHER INSTRUCTIONS AND STUDENT MATERIALS. SECTION V, DEALING WITH THE MECHANICS OF LANGUAGE AND GRAMMAR, CONTAINS SEVERAL STUDENT SKILL PACKAGES FOR INDIVIDUALIZED INSTRUCTION. (KH)

VT 101 254
KOENINGER, JIMMY G.
FUNDAMENTALS OF ADVERTISING LAYOUT. AN INSTRUCTIONAL PACKAGE.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 103P.

DESCRIPTORS - *LAYOUT (PUBLICATIONS); *DESIGN; NEWSPAPERS; *DISTRIBUTIVE EDUCATION; SECONDARY GRADES; POST SECONDARY EDUCATION; *PROGRAMED MATERIALS; *MULTIMEDIA INSTRUCTION

ABSTRACT - THIS INSTRUCTIONAL PACKET IS DESIGNED FOR USE WITH SENIOR HIGH SCHOOL DISTRIBUTIVE EDUCATION STUDENTS, POST-SECONDARY MANAGEMENT TRAINEES, AND ADULTS SEEKING BASIC TRAINING IN PROCEDURES AND TECHNIQUES OF NEWSPAPER ADVERTISING LAYOUT AND DESIGN. A SUGGESTED INSTRUCTIONAL OUTLINE IS PROVIDED IN GRID FORM NOTING APPROPRIATE TRANSPARENCIES AND SLIDES AS WELL AS INSTRUCTIONAL SUGGESTIONS AND REFERENCES FOR AN IN-DEPTH STUDY OF A PARTICULAR TOPIC. STUDENT INFORMATION SHEETS AND TRANSPARENCY MASTERS ARE INCLUDED IN THE GUIDE AND THE 35MM COLOR SLIDES TO WHICH THE OUTLINE REFERS ARE AVAILABLE FOR PURCHASE AS A SET OF 80. THE MULTI-MEDIA APPROACH OF THIS PACKAGE REQUIRES THE SPECIFIC AUDIOVISUAL EQUIPMENT LISTED. (KH)

VT 101 255
ECONOMICS GUIDE FOR SECONDARY TEACHERS. GRADES 7-10.

ASHLAND CITY SCHOOLS, OHIO.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 72 209P.

DESCRIPTORS - *ECONOMIC EDUCATION; *PROGRAM GUIDES; CURRICULUM GUIDES; *SOCIAL STUDIES; *INTEGRATED CURRICULUM; *SECONDARY GRADES
IDENTIFIERS - ASHLAND CITY SCHOOL

ABSTRACT - THIS PROGRAM GUIDE FOR ECONOMIC EDUCATION IS DESIGNED TO BE INTEGRATED INTO THE SOCIAL STUDIES CURRICULUM FOR GRADES 7 THROUGH 10 IN THE ASHLAND CITY SCHOOLS. COLOR CODED BY GRADE LEVEL, EACH SECTION CONTAINS A VARIETY OF ECONOMIC CONCEPTS TO BE TAUGHT ALONG WITH CONCRETE ACTIVITIES, DISCUSSION QUESTIONS, AND KEY TERMS. THE MATERIAL FOR EACH LEVEL IS KEYED TO THE TEXTBOOKS CURRENTLY USED IN THE SOCIAL STUDIES AREA COVERED DURING THAT YEAR. ALSO INCLUDED IN THE GUIDE ARE CHARTS, WORKSHEETS, AND OTHER MATERIALS FOR DUPLICATION. (KH)

VT 101 256
KITSTEINER, KAREN
DISPLAY MADE EASIER. REVISED EDITION.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL,

COLUMBUS, OHIO 43210
PUB DATE - ND 234P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; VOCATIONAL EDUCATION; *TEACHING GUIDES; *EXHIBITS; *MERCHANDISING; *DISPLAY PANELS

ABSTRACT - THE PURPOSE OF THIS MANUAL IS TO PRESENT THE BASIC CONCEPTS OF DISPLAY IN A CONCISE AND UNDERSTANDABLE MANNER SO THAT THE STUDENT CAN BOTH EVALUATE AND CONSTRUCT DISPLAYS. TOPICS COVERED INCLUDE: WHAT IS DISPLAY, THE FOUR DISPLAY FUNCTIONS, TYPES OF DISPLAYS, ELEMENTS OF DISPLAY, PRINCIPLES OF ARRANGEMENT AND DESIGN, TYPES OF ARRANGEMENTS, PLANNING DISPLAYS, DISPLAY RATING FACTORS AND BIBLIOGRAPHY. THE MANUAL ALSO CONTAINS TRANSPARENCY MASTERS. (KB)

VT 101 257
DISTRIBUTIVE EDUCATION. UNIPAC. AN INDIVIDUAL LEARNING EXPERIENCE.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS 43210.
PUB DATE - ND 28P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *PROGRAMED UNITS; *INDEPENDENT STUDY; *HIGH SCHOOL STUDENTS; MARKETING; ON THE JOB TRAINING; MERCHANDISING; MANAGEMENT

ABSTRACT - THIS SINGLE CONCEPT UNIPAC INVOLVES THE DISTRIBUTIVE EDUCATION PROGRAM AND IS DESIGNED TO INTRODUCE THE STUDENT TO IT SO THAT HE MIGHT MAKE A MORE INTELLIGENT CHOICE AS TO WHETHER OR NOT TO ENROLL IN THE SENIOR LEVEL COURSE. THIS COURSE IS DESIGNED FOR JUNIOR LEVEL STUDENTS. EACH LESSON INCLUDES A PRACTICE EXERCISE AND ANSWERS TO THE PRACTICE EXERCISES. THESE EXERCISES ARE DESIGNED TO GIVE THE STUDENT PRACTICE AND TO REINFORCE WHAT WAS LEARNED. THE TOPICS COVERED INCLUDE: WHAT IS DISTRIBUTIVE EDUCATION, PUTTING WHAT YOU HAVE LEARNED INTO PRACTICE, AND WHAT ARE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. A PRETEST, OBJECTIVES, POSTTEST, AND A POST EVALUATION ARE INCLUDED. (KB)

VT 101 258
MARTEL, IRA
BUSINESS ORGANIZATION. UNIPAC. AN INDIVIDUAL LEARNING EXPERIENCE.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.; WASHINGTON SENIOR HIGH SCHOOL, SIOUX FALLS, S. DAK.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS 43210.
PUB DATE - ND 51P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *PROGRAMED UNITS; *INDEPENDENT STUDY; *BUSINESS ADMINISTRATION; *BUSINESS RESPONSIBILITY; VOCATIONAL EDUCATION; HIGH SCHOOL STUDENTS

ABSTRACT - THIS SINGLE CONCEPT UNIPAC PROVIDES THE STUDENT WITH A BASIC UNDERSTANDING OF THE THREE MAIN TYPES OF BUSINESS ORGANIZATIONS. THE RIGHTS AND RESPONSIBILITIES OF EACH BUSINESS ORGANIZATION ARE PRESENTED. TOPICS COVERED INCLUDE: THE SOLE PROPRIETORSHIP, THE PARTNERSHIP, THE LIMITED PARTNERSHIP, THE CORPORATION: DEFINITIONS, THE NATURE OF CORPORATIONS, THE ARTICLES OF INCORPORATION, CORPORATE STOCK, AND THE STOCKHOLDER. EACH LESSON CONCLUDES WITH A PRACTICE EXERCISE AND/OR AN ASSIGNMENT. PRETESTS, OBJECTIVES, POSTTEST AND A POSTEVALUATION ARE INCLUDED. (KB)

VT 101 259
COMMUNICATIONS FOR THE DISTRIBUTIVE EDUCATION STUDENT.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 126P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; VOCATIONAL EDUCATION; *TEACHING GUIDES; CURRICULUM GUIDES; *COMMUNICATION SKILLS; *BUSINESS CORRESPONDENCE; ORAL EXPRESSION; LETTERS; *VERBAL COMMUNICATION

ABSTRACT - THIS MANUAL DEALS WITH COMMUNICATION FOR DISTRIBUTIVE EDUCATION STUDENTS. THE FIRST SECTION EXPLAINS THE FUNDAMENTALS OF PUBLIC SPEAKING. THIS SECTION EXPLAINS FOUR SPECIFIC TYPES OF SPEECHES THAT A DISTRIBUTIVE EDUCATION STUDENT MAY BE ASKED TO GIVE. THIS SECTION OF THE MANUAL CAN BE USED EITHER TO GIVE STUDENTS A BASIC BACKGROUND IN OUTLINING, VOICE, AND SPEECH PREPARATION OR A THOROUGH STUDY OF AUDIENCE ANALYSIS, PHYSICAL EXPRESSION, AND THE ORGANIZATION AND PRESENTATION OF SPECIFIC TYPES

OF SPEECHES. THE SECOND SECTION OF THIS MANUAL PROVIDES HELPFUL GUIDELINES AND INFORMATION ON HOW TO PREPARE PROPER AND ACCEPTABLE WRITTEN CORRESPONDENCE. THIS SECTION INCLUDES SAMPLES AND INFORMATION FOR THE CORRESPONDENCE USED IN DISTRIBUTIVE EDUCATION. CONTENT, TEACHING SUGGESTIONS, AND TRANSPARENCY MASTERS ARE PROVIDED. (AUTHOR/KB)

VT 101 260
GLASER, BERNARD H.
COLLECTION TECHNIQUES AND TERMS.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 68P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *VOCATIONAL EDUCATION; *COURT LITIGATION; VISUAL AIDS; CREDIT (FINANCE); *TEACHING GUIDES; CURRICULUM GUIDES

ABSTRACT - THIS IS A TEACHER'S GUIDE FOR A COURSE IN CREDIT COLLECTION TECHNIQUES AND TERMS. AT THE COMPLETION OF THE TEN HOUR COURSE THE STUDENT WILL BE ABLE TO: (1) RECALL DIFFERENT AVENUES THAT MAY BE FOLLOWED IN THE COLLECTION OF CREDIT ACCOUNTS, BOTH CURRENT AND DELINQUENT, (2) COLLECT PAST DUE ACCOUNTS BY THE MOST EFFICIENT AND ECONOMICAL METHOD IN ORDER TO INCREASE NET PROFIT, (3) MAINTAIN GOOD RELATIONS BY ADJUSTING COLLECTION METHODS TO CONFORM TO THE CUSTOMER'S NEEDS, AND (4) COMPARE COLLECTION TECHNIQUES, ESPECIALLY THE DIFFERENTIALS IN COLLECTION COSTS, USING VARIOUS TECHNIQUES. EACH TOPIC INCLUDES OBJECTIVES, CONTENT AND TEACHING TIPS. TOPICS COVERED INCLUDE: (1) METHODS OF COLLECTING OVERDUE ACCOUNTS, (2) COLLECTING DELINQUENT ACCOUNTS THROUGH LITIGATION, (3) CONSUMER'S RESPONSE TO LEGAL ACTION, (4) TYPES OF DEBTORS EXEMPTED FROM GARNISHES BY STATUTE, AND (5) COSTS AND SERVICES OF COLLECTION AGENCIES. VISUALS ARE APPENDED. (KB)

VT 101 261
TRADE PREPARATORY TRAINING GUIDES: WELDING AND CUTTING, DRAFTING, MACHINE SHOP, GRAPHIC ARTS, AUTO-MECHANICS, COMMUNICATIONS ELECTRONICS/INDUSTRIAL ELECTRONICS, TELEVISION AND RADIO/APPLIANCE REPAIR, FOUNDRY.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN, DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEBRASKA STATE DEPT. OF EDUCATION, DIV. OF VOCATIONAL EDUCATION, 233 SOUTH TENTH STREET, LINCOLN, NB 68508
PUB DATE - ND 603P.

DESCRIPTORS - *CURRICULUM GUIDES; *OCCUPATIONAL CLUSTERS; *TRADE AND INDUSTRIAL EDUCATION; COMMUNICATIONS; ELECTRONICS; APPLIANCE REPAIRING; TELEVISION REPAIRMAN; RADIO TECHNOLOGY; FOUNDRIES; WELDING; METAL WORKING OCCUPATIONS; DRAFTING; GRAPHIC ARTS; AUTO MECHANICS (OCCUPATION)

ABSTRACT - EIGHT CURRICULUM GUIDES FOR TRADE AND INDUSTRIAL EDUCATION COMPRISE THIS PACKET. EACH TRADE PREPARATORY TRAINING GUIDE CONTAINS DEFINITIONS, AN OCCUPATIONAL ANALYSIS CHART, AN INTRODUCTION, USE OF THE GUIDE INFORMATION, TEACHER RESPONSIBILITIES, AND CONTENT (IDENTIFIED TRADE TASKS INFORMATION). THE EIGHT AREAS ARE THE FOLLOWING: (1) WELDING AND CUTTING, (2) DRAFTING, (3) MACHINE SHOP, (4) GRAPHIC ARTS, (5) AUTO-MECHANICS, (6) COMMUNICATIONS ELECTRONICS/INDUSTRIAL ELECTRONICS, (7) TELEVISION AND RADIO REPAIR/APPLIANCE REPAIR, AND (8) FOUNDRY. APPENDED IN EACH BOOKLET ARE A SAMPLE EMPLOYMENT APPLICATION AND A SAMPLE TRADE AND INDUSTRIAL EDUCATION INJURY REPORT FORM. RECOMMENDED TEXTS AND REFERENCES ARE ALSO FURNISHED. (LJ)

VT 101 262
MINIMUM LEVELS OF TECHNICAL COMPETENCY STANDARDS OF BUSINESS AND OFFICE EDUCATION PROGRAMS IN NEBRASKA. FINAL REPORT.

KEARNEY STATE COLL., NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN, DIV. OF VOCATIONAL EDUCATION.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.
MF AVAILABLE IN VT-ERIC SET.
NEBRASKA STATE DEPT. OF EDUCATION, DIV. OF VOCATIONAL EDUCATION, 233 SOUTH TENTH STREET, LINCOLN, NB 68508
PUB DATE - 74 60P.

DESCRIPTORS - *CURRICULUM GUIDES; *BUSINESS EDUCATION; *OFFICE OCCUPATIONS EDUCATION; *PERFORMANCED BASED EDUCATION; JOB TRAINING
IDENTIFIERS - NEBRASKA

ABSTRACT - THIS CURRICULUM GUIDE IDENTIFIES THE MINIMUM LEVEL OF TECHNICAL COMPETENCIES NEEDED BY NEBRASKA STUDENTS IN BUSINESS AND OFFICE EDUCATION. IT IS INTENDED

TO ASSIST NEBRASKA BUSINESS TEACHERS IN PLANNING LEARNING ACTIVITIES AND DEVELOPING STRATEGIES TO PREPARE STUDENTS FOR ENTRY LEVEL POSITIONS IN THE FOLLOWING SIX AREAS: (1) ACCOUNTING AND COMPUTING, (2) FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL, (3) INFORMATION COMMUNICATION, (4) STENOGRAPHIC, SECRETARIAL, AND RELATED OCCUPATIONS, (5) SUPERVISORY AND ADMINISTRATIVE MANAGEMENT, AND (6) TYPING AND RELATED OCCUPATIONS. IT IS A SELF-CONTAINED DOCUMENT WHICH MAY BE USED INDEPENDENTLY OR IN CONJUNCTION WITH OTHER SCHOOL OBJECTIVES OR CLASS PROGRAMS. THE GUIDE DOES NOT INCLUDE TEACHING METHOD, MATERIALS, OR EVALUATION. FOR EACH AREA OF WORK ACTIVITIES, GENERAL WORKER REQUIREMENTS AND COMPETENCIES ARE PRESENTED. (KB)

VT 101 263
DEVELOPING CAREER EDUCATION.
DEVELOPING CAREER EDUCATION IN THE SMALL, RURAL SCHOOL.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 49P.

DESCRIPTORS - *INSERVICE EDUCATION; *CAREER EDUCATION; *ARTICULATION (PROGRAM); *PRESERVICE EDUCATION; SCHOOL COMMUNITY RELATIONSHIP; OCCUPATIONAL INFORMATION; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - MILFORD PUBLIC SCHOOLS

ABSTRACT - THIS PUBLICATION PROVIDES THE BASIC STEPS AND INSIGHTS TO DEVELOPING A PHILOSOPHY OF CAREER EDUCATION. IT PROVIDES CHANGE AGENTS WITHIN LOCAL SCHOOLS WITH THE BACKGROUND AND RESULTS OF THE PROGRAM DEVELOPED IN MILFORD, NEBRASKA. THE PUBLICATION IS SEPARATED INTO TWO PARTS; THEY ARE: (1) POSITION STATEMENTS AND PHILOSOPHY, AND (2) PRINCIPLES AND PRACTICES IN DEVELOPING CAREER EDUCATION. A COMMUNITY RESOURCE INSTRUMENT, A PROGRAM ARTICULATION INSTRUMENT, A SAMPLE NEWSLETTER AND A LIST OF COMMERCIALLY PREPARED MATERIALS ARE APPENDED. (KB)

VT 101 264
DEVELOPING CAREER EDUCATION.
GRADES 7-12 INSTRUCTIONAL UNITS.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 237P.

DESCRIPTORS - *CAREER EDUCATION; *TEACHER DEVELOPED MATERIALS; *CURRICULUM GUIDES; OCCUPATIONAL INFORMATION; VOCATIONAL DEVELOPMENT; *SECONDARY GRADES; INSTRUCTIONAL PROGRAMS; *TEACHING PROCEDURES
IDENTIFIERS - MILFORD PUBLIC SCHOOLS

ABSTRACT - THIS BOOKLET CONTAINS A SET OF INSTRUCTIONAL UNITS FOR DEVELOPING CAREER AWARENESS IN GRADES 7-12. EACH UNIT SPECIFIES GRADE LEVEL, UNIT TITLE, OBJECTIVES, ACTIVITIES, RESOURCES, EVALUATION AND RELATED ACTIVITIES. A SAMPLING OF TOPICS INCLUDE: PLOT DEVELOPMENT, ART OF STORYTELLING, BUILDING AMERICA, CHARACTER STUDY, COMMUNICATION SKILLS IN THE TELEVISION INDUSTRY, ENVIRONMENTAL AWARENESS AND POLLUTION, CONSERVATION CLUSTER, SKIN CARE AND PROBLEMS, COSMOTOLOGY LAWS AND REQUIREMENTS, CONSUMER ECONOMICS, BUSINESS FORMS, EXPLORATORY BUSINESS, AND CLOTHING AND TEXTILES. (KB)

VT 101 265
DEVELOPING CAREER EDUCATION.
GRADES K-2 INSTRUCTIONAL UNITS.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 410P.

DESCRIPTORS - *CAREER EDUCATION; *TEACHER DEVELOPED MATERIALS; *CURRICULUM GUIDES; OCCUPATIONAL INFORMATION; VOCATIONAL DEVELOPMENT; INSTRUCTIONAL PROGRAMS; *TEACHING PROCEDURES; *PRIMARY EDUCATION
IDENTIFIERS - MILFORD PUBLIC SCHOOLS

ABSTRACT - THIS BOOKLET CONTAINS A SET OF INSTRUCTIONAL UNITS FOR DEVELOPING CAREER AWARENESS IN GRADES K-2. EACH UNIT SPECIFIES GRADE LEVEL, UNIT TITLE, OBJECTIVES, ACTIVITIES, RESOURCES, EVALUATION AND RELATED ACTIVITIES. A SAMPLING OF TOPICS INCLUDE: KNOWING MYSELF, HOME AND FAMILY, MY SCHOOL, SCHOOL WORKERS, BAKERS, BARBERS AND BEAUTICIANS, HOUSEKEEPING, FOOD AND BEVERAGE PREPARATION AND SERVICE, DOMESTIC ANIMAL CARE, POSTMAN, LIFEGUARD, TRANSPORTATION, CLOTHING OCCUPATIONS, PUBLIC SERVICES, AND BUSINESS AND OFFICE. (KB)

VT 101 266
DEVELOPING CAREER EDUCATION. A CAREER EDUCATION INSERVICE PROGRAM.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 167P.

DESCRIPTORS - *CAREER EDUCATION; *INSERVICE EDUCATION; VOCATIONAL EDUCATION; ELEMENTARY EDUCATION; SECONDARY EDUCATION; *CURRICULUM DEVELOPMENT; *ARTICULATION (PROGRAM); *OCCUPATIONAL CLUSTERS
IDENTIFIERS - MILFORD PUBLIC SCHOOLS

ABSTRACT - THIS IS A CAREER EDUCATION INSERVICE PROGRAM COMPOSED OF A SELF-INSTRUCTIONAL LEARNING ACTIVITIES PACKAGE FOR STAFF IMPROVEMENT. THE LESSONS COVER: (1) ORIENTATION TO CAREER EDUCATION, (2) SELF ASSESSMENT FOR INSERVICE FOR CAREER EDUCATION, (3) PROGRAM ARTICULATION IN CAREER EDUCATION, (4) CLUSTER CONCEPT, (5) REVIEW OF IDEAS FOR DEVELOPMENT OF CAREER EDUCATION IN THE K-12 CLASSROOM, (6) CAREER EDUCATION ELEMENTS, (7) DEVELOPING CURRICULUM FOR CAREER EDUCATION, (8) SUPPLEMENTAL SKILLS FOR CURRICULUM DEVELOPMENT, AND (9) ALTERNATIVE PATHWAYS TO LEARNING. EACH LESSON CONTAINS OBJECTIVES, LEARNING ACTIVITIES, A SELF-CHECK SECTION, AND AN INSERVICE PROGRAM EVALUATION. APPROXIMATELY 30 HOURS OF INSTRUCTIONAL TIME IS NEEDED TO COMPLETE THE NINE LESSONS. (KB)

VT 101 267
DEVELOPING CAREER EDUCATION. GRADES 3-6 INSTRUCTIONAL UNITS.

MILFORD PUBLIC SCHOOLS, NEBR.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 408P.

DESCRIPTORS - *CAREER EDUCATION; *CURRICULUM GUIDES; OCCUPATIONAL INFORMATION; VOCATIONAL DEVELOPMENT; *ELEMENTARY GRADES; INSTRUCTIONAL PROGRAM; *TEACHING PROCEDURES
IDENTIFIERS - MILFORD PUBLIC SCHOOLS

ABSTRACT - THIS BOOKLET CONTAINS A SET OF INSTRUCTIONAL UNITS, FOR GRADES 3-6, FOR DEVELOPING CAREER AWARENESS. EACH UNIT SPECIFIES GRADE LEVEL UNIT TITLE, OBJECTIVES, ACTIVITIES, RESOURCES, EVALUATION AND RELATED ACTIVITIES. A SAMPLING OF TOPICS INCLUDE: TELEPHONE, AIR TRAVEL, TELEGRAPH, SOIL CONSERVATION, DISEASE PREVENTION, MARINE BIOLOGY, AGRICULTURE, ENVIRONMENTAL PLANNING, THEATRE OCCUPATIONS, AGRI-BUSINESS, MARKETING AND DISTRIBUTION, MANUFACTURING AND FORESTRY. (KB)

VT 101 268
MILLER, CAROL
NURSING SKILLS LABORATORY. FINAL REPORT. PROJECT NUMBERS 09.012.121.312, 09.023.151.312, AND 09.002.151.310.

MILWAUKEE AREA TECHNICAL COLL., WIS.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 66P.

DESCRIPTORS - *AUTOINSTRUCTIONAL LABORATORIES; *NURSING; *VOCATIONAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; LESSON PLANS
IDENTIFIERS - MILWAUKEE AREA TECHNICAL COLLEGE

ABSTRACT - THIS IS A FINAL REPORT OF AN AUTO-TUTORIAL LEARNING METHOD THAT HAS BEEN USED IN THE ASSOCIATE DEGREE NURSING PROGRAM AT MILWAUKEE AREA TECHNICAL COLLEGE. THE PROGRAM WAS DESIGNED TO ENABLE THE STUDENT TO OBJECTIVELY STUDY AND GAIN SKILL AND GAIN SKILL IN NURSING. THE AUTO-TUTORIAL APPROACH INVOLVED THE DEVELOPMENT OF A SERIES OF MULTISENSORY LEARNING EXPERIENCES WHICH ENABLED THE STUDENT TO MASTER PREDETERMINED LEARNING OBJECTIVES AT HIS OWN RATE OF SPEED. EACH 15 MINUTE LESSON CONSISTED OF AN ASSIGNMENT UNIT WHICH STATES THE STUDY MATERIALS NEEDED FOR THE LESSON, THE LEARNING OBJECTIVE TO BE MASTERED BY THE STUDENT, THE DIRECTIONS FOR STUDYING THE LESSON, AND A LABORATORY ASSIGNMENT DESIGNED FOR SKILL MASTERY. POST TESTS WERE GIVEN AFTER EACH LESSON. AN ANALYSIS OF DATA INDICATES THAT THE NURSING SKILL LABORATORY WAS DEFINITELY SUPERIOR TO THE TRADITIONAL LECTURE. ASSIGNMENT UNITS AND ASSIGNMENT SHEETS ARE APPENDED. (KB)

VT 101 269
TURNER, J. HOWARD; WREN, JAMES E.
HYDRAULIC SYSTEMS FOR TRACTORS AND OTHER MOBILE EQUIPMENT. VOLUME 1: CARE & OPERATION.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS, 120 ENGINEERING CENTER, ATHENS, GA 30602
PUB DATE - 74 64P.

DESCRIPTORS - *HYDRAULICS;

*AGRICULTURAL MACHINERY; *MANUALS; *TRACTORS; *OPERATING ENGINEERING

ABSTRACT - THIS MANUAL IS THE FIRST OF A TWO-VOLUME SERIES ON HYDRAULIC SYSTEMS FOR TRACTORS AND OTHER MOBILE EQUIPMENT. THE PURPOSE OF THIS MANUAL IS TO HELP THE DRIVER BECOME MORE PROFICIENT IN THE OPERATION OF HYDRAULIC SYSTEMS ON TRACTORS AND INDUSTRIAL EQUIPMENT. THE MANUAL IS NOT INTENDED TO TEACH SKILLS IN THE OPERATION OF HYDRAULIC EQUIPMENT. VOLUME 1 COVERS SUCH TOPICS AS THE FOLLOWING: (1) UNDERSTANDING THE BIAS BASIC PRINCIPLES, (2) OPERATING SYSTEMS, (3) SERVICING SYSTEMS, AND (4) TROUBLE SHOOTING. A LIST OF REFERENCES IS APPENDED. (KB)

VT 101 270
FITCH, JOHN W., JR.
AIR CONDITIONING AND REFRIGERATION VOCATIONAL TRAINING. MODULAR INSTRUCTION.

FEDERAL REFORMATORY, PETTERSBURG, VA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN74 189P.

DESCRIPTORS - *CURRICULUM GUIDES; *AIR CONDITIONING; *REFRIGERATION; *REFRIGERATION MECHANICS; AIR CONDITIONING EQUIPMENT; *INDIVIDUALIZED INSTRUCTION

ABSTRACT - THIS AIR CONDITION AND REFRIGERATION MODULAR INSTRUCTIONAL MANUAL CONSISTS OF TWENTY-THREE MODULES COMPRISED OF FIFTY-FIVE PERFORMANCE OBJECTIVES. EACH MODULE CONTAINS ONE OR MORE PERFORMANCE OBJECTIVES. A SAMPLING OF TOPICS INCLUDE: BASIC REFRIGERATION PRINCIPALS, BASIC AIR CONDITIONING, BASIC ELECTRICITY, WIRING DIAGRAMS, THREE PHASE ELECTRIC MOTORS, MOTOR PROTECTIVE DEVICES, AND ELECTRICAL TROUBLESHOOTING. EACH PERFORMANCE OBJECTIVE HAS RELATED INSTRUCTIONS INCLUDING: CONDITIONS, REFERENCE, SOURCE, BEHAVIOR, AND PERFORMANCE CRITERIA. THREE AREAS OF RELATED STUDY ARE UTILIZED FOR ALL PERFORMANCE OBJECTIVES. THESE AREAS ARE: RELATED TRAINING CLASSES, RESOURCE MATERIALS CENTER, AND TRADE THEORY. (KB)

VT 101 271
HARRISON, GRACE F.; SHAY, ALYCE W

OCCUPATIONAL HOME ECONOMICS CURRICULUM GUIDE IN HUMAN SERVICES.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 195P.

DESCRIPTORS - *CURRICULUM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *CHILD CARE OCCUPATIONS; *HUMAN SERVICES; GRADE 11; GRADE 12; VOCATIONAL EDUCATION
IDENTIFIERS - CONNECTICUT STATE DEPARTMENT OF EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE IS AN EFFORT TO HELP TEACHERS PLAN AND IMPLEMENT A COURSE IN HUMAN SERVICES. THE PROGRAM IS DESIGNED FOR STUDENTS IN GRADES 11 AND 12 WHO TERMINATE THEIR EDUCATION AFTER COMPLETION OF HIGH SCHOOL. THE COURSE PREPARES STUDENTS FOR ENTRY LEVEL SKILLS AS CHILD CARE AIDES, GERIATRICS AIDES OR CONVALESCENT AIDES. THE SECTIONS ARE ORGANIZED AS FOLLOWS: OVERALL TOPICS, EMPHASES, SPECIFIC OBJECTIVES, LEARNING EXPERIENCES, EVALUATION TECHNIQUES, AND RESOURCE MATERIALS. THERE ARE SEVERAL SUGGESTED LEARNING EXPERIENCES UNDER EACH GENERAL OBJECTIVE. (KB)

VT 101 272
TRANSPARENCY ORIGINALS II.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 50P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *TRANSPARENCIES; *VISUAL AIDS; *BUSINESS; BUDGETING; PURCHASING

ABSTRACT - THIS BOOKLET CONTAINS A SET OF TRANSPARENCY MASTERS ON BUSINESS. TOPICS COVERED INCLUDE: BUSINESS ORGANIZATION, BUSINESS LOCATION, PERSONAL BUDGETING, AND FUNDAMENTALS OF BUYING. REFERENCES ARE PROVIDED FOR THE TOPIC PERSONAL BUDGETING. (KB)

VT 101 273
TRANSPORTATION: A VITAL LINK IN DISTRIBUTION.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 45P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *COURSE CONTENT; *MANUALS; *TRANSPORTATION; DELIVERY SYSTEMS

ABSTRACT - THIS MANUAL DEALS WITH TRANSPORTATION, A VITAL LINK IN DISTRIBUTION. TOPICS COVERED INCLUDE: IMPORTANCE OF TRANSPORTATION, TRANSPORTATION AND THE GOVERNMENT, TRANSPORTATION FORMS, TYPES OF CARRIERS, SELECTING A CARRIER, PASSENGER TRANSPORTATION, AND TRANSPORTATION AND THE FUTURE. STUDENT ACTIVITIES ARE INCLUDED. REFERENCES AND TRANSPARENCY MASTERS ARE APPENDED. (KB)

VT 101 274
GUARINO, SAM
TELE-TECHNIQUES MEAN BUSINESS.

CLEVELAND HEIGHTS HIGH SCHOOL, OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - AUG70 76P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *CURRICULUM GUIDES; *TELEPHONE INSTRUCTION; TEACHING METHODS; INSTRUCTIONAL MEDIA

ABSTRACT - THIS MANUAL HAS BEEN WRITTEN TO HELP THE STUDENT ACQUIRE THE PROPER TELEPHONE TECHNIQUES. THE MANUAL WAS DEVELOPED: (1) TO TEACH A BUSINESS-LIKE MANNER OF HANDLING TELEPHONE CALLS, (2) TO UNDERSTAND THE FACTORS DESIRABLE FOR PROPER TELEPHONE PERSONALITY, (3) TO MAKE THE STUDENT MORE KNOWLEDGEABLE OF THE TACTFUL TECHNIQUES EMPLOYED IN TELEPHONE SELLING, AND (4) TO PROVIDE A COMPREHENSIVE IDENTIFICATION OF OTHER TELEPHONE RESOURCES. TOPICS COVERED INCLUDE: ABOUT THE TELEPHONE, TELEPHONE PERSONALITY, TELEPHONE CALLS, TELEPHONE SALES, AND TELEPHONE RESOURCES. EACH UNIT HAS AIMS AND OBJECTIVES STATED, A LIST OF MATERIALS NEEDED BY THE INSTRUCTOR, SUGGESTED CONTENT, AND TEACHING SUGGESTIONS. AIDS AND ACTIVITIES, AND HANDOUT SHEETS ARE APPENDED. (KB)

VT 101 275
EVERHARDT, RICHARD M.
MEN'S CLOTHING.

BOWLING GREEN STATE UNIV., OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 142P.

DESCRIPTORS - *CURRICULUM GUIDES; *DISTRIBUTIVE EDUCATION; *SALESMANSHIP; *MALES; *CLOTHING

ABSTRACT - THIS MANUAL IS DESIGNED TO TEACH SALESMANSHIP IN MEN'S CLOTHING. EACH AREA COVERED PRESENTS NOTES TO THE INSTRUCTOR, TOPICAL AREA, OBJECTIVES OF THE TOPICAL AREA, REFERENCES, AND METHOD OF TEACHING. TOPICS COVERED INCLUDE: (1) UNDERWEAR, (2) SLACKS, (3) SHIRTS, (4) JEWELRY, (5) BELTS, (6) NECKTIES, (7) COORDINATION, (8) SWEATERS, (9) SUITS, (10) SPORT COATS, (11) OUTER WEAR, (12) GLOVES, AND (13) DRESS HATS. TRANSPARENCY MASTERS ARE APPENDED. (KB)

VT 101 276
EVERHARDT, RICHARD M.
THE PRICING UMBRELLA.

BOWLING GREEN STATE UNIV., OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 28P.

DESCRIPTORS - *CURRICULUM GUIDES; *TRANSPARENCIES; *DISTRIBUTIVE EDUCATION; *WHOLESALING; *MERCHANDISING; *RETAILING

ABSTRACT - THIS MANUAL DEALS WITH THE PRICING UMBRELLA. TOPICS COVERED INCLUDE: WHO DETERMINES PRICE, WHAT IS RETAIL PRICE, WHEN SHOULD THE PRICE BE DETERMINED, WHY DO WE HAVE PRICES, AND HOW PRICES ARE FIGURES. EACH PART PRESENTS SPECIFIC TOPICS AND METHODS FOR TEACHING THESE TOPICS. REFERENCES, HANDOUTS AND TRANSPARENCY MASTERS ARE APPENDED. (KB)

VT 101 277
KOENINGER, JIMMY G.
...A KEY TO SUCCESS IN MARKETING... MARKETING RESEARCH.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 76P.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *MARKETING; *RESEARCH; *RESEARCH METHODOLOGY; DATA COLLECTION; *TEACHING GUIDES

ABSTRACT - THIS INSTRUCTIONAL PACKAGE WAS DEVELOPED TO PROVIDE DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS WITH INSTRUCTIONAL MATERIAL THAT CAN BE USED TO ASSIST STUDENT-TRAINEES IN DESIGNING AN INDIVIDUAL STUDY IN MARKETING. TOPICS COVERED INCLUDE: (1) RESEARCH AND THE MARKETING PROCESS, (2) STEPS IN CONDUCTING A

MARKETING RESEARCH PROJECT, (3) PLANNING, (4) DEFINITION OF THE PROBLEM, (5) DATA COLLECTION METHODS, (6) COLLECTION OF THE DATA, (7) COMPILATION OF THE DATA, (8) EVALUATION OF THE FINDINGS, (9) REPORT PREPARATION, AND (10) REPORTING THE FINDINGS. EACH INSTRUCTIONAL UNIT HAS SUGGESTED COURSE OUTLINE AND INSTRUCTIONAL SUGGESTIONS AND REFERENCES. REFERENCES, TRANSPARENCY MASTERS, AND STUDENT INFORMATION SHEETS ARE APPENDED. (KB)

VT 101 278
HAWLEY, DEAN A.
SERVING WINE. A TRAINING MANUAL.

MUSKINGUM AREA JOINT VOCATIONAL SCHOOL DISTRICT, OHIO.
MF AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 55P.

DESCRIPTORS - *CURRICULUM GUIDES; *DISTRIBUTIVE EDUCATION; *ALCOHOLIC BEVERAGES; *FOOD SERVICE WORKERS; *SALESMANSHIP; MARKETING

ABSTRACT - THIS TRAINING MANUAL WAS DEVELOPED: (1) TO POINT OUT WHY FOOD SERVICE PERSONNEL SHOULD KNOW ABOUT WINE AND WINE SALES, (2) TO GIVE FOOD SERVICE PERSONNEL SUFFICIENT BACKGROUND KNOWLEDGE TO MAKE WINE PROFITABLE, (3) TO DEMONSTRATE PROPER SERVING METHODS, (4) TO DEMONSTRATE HOW, WHEN AND WHAT WINE TO SELL, AND (5) TO REVEAL THE VALUE IN SELLING WINES. THE COURSE GOES INTO DEPTH IN SOME AREAS. A SAMPLING OF TOPICS COVERED INCLUDE: WHAT IS WINE, WHY PROMOTE SALE OF WINE, THREE BASIC GROUPS OF WINES-THEIR USES AND TYPES, INCREASING WINE SALES, GLASSWARE, RESTAURANT PROGRAM-TO HELP SELL WINES, AND SIMPLE RULES FOR SERVING WINES. SUGGESTIONS FOR TEACHING ARE PRESENTED FOR EACH TOPIC. A QUIZ, A WINE STUDY COURSE, AND INSERTS ARE APPENDED. (KB)

VT 101 279
WARMBROD, J. ROBERT
DEVELOPMENT OF INSTRUMENTS FOR ASSESSING THE PERFORMANCE CAPABILITIES OF GRADUATES OF VOCATIONAL AGRICULTURE PROGRAMS.

OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 329P.

DESCRIPTORS - *CRITERION REFERENCED TESTS; *AGRIBUSINESS; AGRICULTURAL SUPPLIES; PRODUCER SERVICES; *AGRICULTURAL ENGINEERING; *FARM MANAGEMENT; *HORTICULTURE; TESTING

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TO DEVELOP AND FIELD TEST CRITERION-REFERENCED INSTRUMENTS FOR ASSESSMENT IN ELEVENTH AND TWELFTH GRADE VOCATIONAL EDUCATION PROGRAMS IN AGRICULTURAL MECHANICS, HORTICULTURE, AGRIBUSINESS SUPPLIES AND SERVICES, AND FARM MANAGEMENT. THE OBJECTIVES WERE: (1) TO DEVELOP AND COMPILE BEHAVIORAL OBJECTIVES FOR FOUR INSTRUCTIONAL PROGRAMS, (2) TO DEVELOP PERFORMANCE CRITERIA, (3) TO DEVELOP CRITERION-REFERENCED INSTRUMENTS FOR THE FOUR INSTRUCTIONAL PROGRAMS, AND (4) TO FIELD-TEST THE INSTRUMENTS. BEHAVIORAL OBJECTIVES WERE DEVELOPED FOR EACH OF THE FOUR INSTRUCTIONAL PROGRAMS. ITEMS FOR THE CRITERION-REFERENCED TESTS WERE REVIEWED AND REVISED BY TEACHERS AND SUPERVISORS IN AREA VOCATIONAL CENTERS AND IN LOCAL SCHOOLS. TWELVE MASTERY TESTS WERE FIELD TESTED WITH 420 STUDENTS IN 16 AREA VOCATIONAL CENTERS AND 11 LOCAL SCHOOLS. THE CRITERION-REFERENCED INSTRUMENTS PRODUCED BY THE PROJECT ARE AVAILABLE FOR USE IN (1) ASSESSING THE EFFECTIVENESS OF INSTRUCTIONAL PROGRAMS IN SCHOOLS, IN REGIONS OF THE STATE, OR ON A STATEWIDE BASIS AND (2) ASSESSING A STUDENT'S LEVEL OF MASTERY FOR SPECIFIED UNITS OF INSTRUCTION, OR FOR THE ENTIRE COURSE OF INSTRUCTION. (AUTHOR/KB)

VT 101 280
BLADES, BEVERLY, AND OTHERS
A MODEL DELIVERY SYSTEM FOR AN EXPLORATORY CAREER EDUCATION PROGRAM GRADES (5-9).

SEAFORD SCHOOL DISTRICT, DEL.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 41P.

DESCRIPTORS - *CAREER EDUCATION; *JUNIOR HIGH SCHOOL STUDENTS; *GRADE 5; *GRADE 6; *DELIVERY SYSTEMS
IDENTIFIERS - SEAFORD SCHOOL DISTRICT

ABSTRACT - THIS MODEL DELIVERY SYSTEM FOR AN EXEMPLARY CAREER EDUCATION PROGRAM FOR GRADES 5-9 WAS DEVELOPED BY TEACHERS. THE MODEL BRIEFLY DISCUSSES CAREER AWARENESS, AND PREPARATION BUT STRESSES EXPLORATION. FOR EACH OBJECTIVE STATED THE FOLLOWING INFORMATION IS PROVIDED: CONCEPTS AND SKILLS, GRADE LEVEL, SUGGESTED SUBJECT AREA, ACTIVITY, RESOURCES, AND EVALUATION. THE PLAN FOR

OCCUPATIONAL/VOCATIONAL EDUCATION IN THE SEAFORD SCHOOL DISTRICT IS ALSO PRESENTED. (KB)

VT 101 281
HAND, JANICE S.
FROM THE STUDENT: VOCATIONAL EDUCATION IN MONTANA'S JOB MARKET.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION, BOULDER, COLO.
MONTANA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, HELENA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 26P.

DESCRIPTORS - *FOLLOWUP STUDIES; *SURVEYS; *POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION; *QUESTIONNAIRES
IDENTIFIERS - MONTANA

ABSTRACT - THIS STUDY WAS DESIGNED TO DETERMINE STUDENT ATTITUDES TOWARD VOCATIONAL EDUCATION AND TO PROVIDE THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION WITH INFORMATION FROM WHICH TO BASE RECOMMENDATIONS FOR IMPROVEMENT OF VOCATIONAL EDUCATION IN MONTANA. SIX HUNDRED FORMER STUDENTS OF POST-SECONDARY VOCATIONAL EDUCATION WERE MAILED QUESTIONNAIRES AND AN ADDITIONAL 36 FORMER STUDENTS WERE INTERVIEWED. THE RESULTS OF THE STUDY SHOW AN OVER-ALL RATING OF "GOOD" TO "ADEQUATE" OF VOCATIONAL EDUCATION BY ITS FORMER STUDENTS. AREAS OF PARTICULAR CONCERN INCLUDED JOB PLACEMENT SERVICES AND LOCAL HOUSING SERVICES. A LARGE PERCENTAGE OF STUDENTS WROTE IN THE "COMMENTS" SECTION. (AUTHOR/KB)

VT 101 282
TAOSCORE TEACHER'S GUIDE FOR GRADE 6. CURRICULUM CAREERS INTEGRATION.

TAOS MUNICIPAL SCHOOLS, N. MEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0779
TAOS MUNICIPAL SCHOOLS, P.O. BOX 1277, TAOS, NEW MEXICO 87571.
PUB DATE - ND 146P.

DESCRIPTORS - *TEACHING GUIDES; *GRADE 6; *CAREER EDUCATION; *LESSON PLANS; *SIMULATION; TEACHING METHODS; EVALUATION
IDENTIFIERS - TAOS MUNICIPAL SCHOOLS

ABSTRACT - THIS IS A TEACHER'S GUIDE TO TAOSCORE, A PROGRAM OF LEARNING FOR GRADE 6 TO PREPARE THE STUDENT FOR EARNING. TO ACCOMPLISH THIS GOAL, THE MATERIALS SUGGEST A SYSTEM OF INTEGRATIVE LEARNING THAT INCLUDES ACADEMIC, EMOTIONAL AND OCCUPATIONAL ASPECTS AND SERVES A THREE-FOLD PURPOSE: (1) TO REINFORCE CURRICULUM LEARNING BY PRACTICAL APPLICATION IN SIMULATED WORK EXPERIENCES; (2) TO PREPARE STUDENTS ON AN EMOTIONAL LEVEL TO BE ABLE TO COPE WITH INTERPERSONAL RELATIONSHIPS IN WORK SITUATIONS; AND (3) TO STIMULATE AWARENESS OF THE OCCUPATIONAL OPPORTUNITIES AVAILABLE, THEIR REQUIREMENTS, REWARDS AND RESPONSIBILITIES. TOPICS COVERED INCLUDE: THE TEACHER ROLE; STUDENT ROLE; TEACHING METHODS OPTIONS; SKILL GROUPS; FACILITIES AND EQUIPMENT; EVALUATION; AND SUGGESTED LESSON PLANS. (AUTHOR/KB)

VT 101 283
A CAREER EDUCATION CURRICULAR MODEL FOR JUNIOR HIGH SCHOOL STUDENTS AND FINAL REPORT.

CAESAR RODNEY SCHOOL DISTRICT, CAMDEN, DEL.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 237P.

DESCRIPTORS - *CURRICULUM GUIDES; *CAREER EDUCATION; *GRADE 7; *GRADE 8; *OCCUPATIONAL INFORMATION
IDENTIFIERS - CAESAR RODNEY JUNIOR HIGH SCHOOL

ABSTRACT - THIS CAREER EDUCATION CURRICULAR GUIDE WAS DEVELOPED TO GIVE EACH TEACHER SUGGESTIONS AS TO HOW ONE MAY PROVIDE EXPOSURE OF CAREER INFORMATION TO STUDENTS. THE INFORMATION IN THE BOOKLET MAY BE USED VERBATIM, OR IT MAY BE USED AS A REFERENCE FOR ADAPTING ONE'S OWN IDEAS FOR TEACHING ABOUT THE WORLD OF WORK. THIS TOTALLY INTEGRATED CURRICULUM CUTS ACROSS ALL OF THE STUDENT'S EDUCATIONAL EXPERIENCES AND RUNS THROUGH THE ENTIRE JUNIOR HIGH SCHOOL CURRICULUM, GRADES 7 AND 8, PROVIDING ALL STUDENTS THE OPPORTUNITY TO STUDY ALL OCCUPATIONAL CLUSTERS. THROUGH FIELD TRIPS, HANDS-ON APPROACHES, CLASSROOM EXPLORATION AND RESEARCH, STUDENTS ARE PROVIDED THE OPPORTUNITY TO EXAMINE MORE CLOSELY THOSE CLUSTERS THAT HAVE THE GREATEST PERSONAL APPEAL. THE FOLLOWING CURRICULAR AREAS ARE COVERED: ART, ENGLISH, HEALTH AND PHYSICAL EDUCATION, HOME ECONOMICS, INDUSTRIAL ARTS, MATHEMATICS, MUSIC, SCIENCE, SOCIAL STUDIES, AND SPECIAL EDUCATION. IT IS RECOMMENDED THAT CAREER INSTRUCTION BE INTEGRATED INTO EACH OF THE ABOVE AREAS FOR A MINIMUM OF SEVEN CLASS HOURS PER SECTION AT VARIOUS INTERVALS THROUGHOUT THE YEAR. FOR EACH AREA THE GENERAL PURPOSE, PUPIL OBJECTIVES, TECHNIQUES, MATERIALS, EVALUATION, AND A UNIT REFERENCE ARE PROVIDED. A LIST OF RELATED

OCCUPATIONS, AN OUTLINE FOR SPEAKERS, INSTRUCTIONAL AIDS, AND A LIST OF SUGGESTED FIELD TRIPS ARE APPENDED. A FINAL REPORT ON THE CAREER EDUCATION CURRICULAR MODEL IS ALSO APPENDED. (KB)

VT 101 284
CAREER ENGLISH: A CURRICULUM GUIDE.

TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.; TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION, NASHVILLE.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-43
TENNESSEE RESEARCH COORDINATING UNIT, 909 MOUNTCASTLE STREET, KNOXVILLE, TENN. 37916
PUB DATE - AUG74 35P.

DESCRIPTORS - *CURRICULUM GUIDES; *ENGLISH; *COMMUNICATION SKILLS; *VOCATIONAL DEVELOPMENT; *HIGH SCHOOL STUDENTS; WORK ATTITUDES
IDENTIFIERS - *TENNESSEE RESEARCH COORDINATING UNIT

ABSTRACT - THIS CURRICULUM GUIDE HAS BEEN PREPARED TO BETTER EQUIP STUDENTS WITH THE COMMUNICATION SKILLS REQUIRED IN THE WORKING WORLD. BASIC SKILLS OF READING JOB-RELATED MATERIALS AND WRITING BRIEF RESUMES ARE BLENDED WITH THE LESS MEASURABLE SKILLS OF DEVELOPING GOOD RELATIONSHIPS WITH FELLOW EMPLOYEES AND GOOD ATTITUDES TOWARD WORK IN GENERAL. CLASSROOM ACTIVITIES INCLUDE THE USE OF RESOURCE PERSONS FROM THE WORKING WORLD, SIMULATED WORK SITUATIONS, NUMEROUS AUDIO-VISUAL AIDS AND INDIVIDUAL RESEARCH OF A CHOSEN CAREER. TOPICS COVERED INCLUDE: SEEKING EMPLOYMENT, ON THE JOB, AND IMPROVEMENT OF COMMUNICATION SKILLS. THIS CURRICULUM GUIDE IS DESIGNED AS A SEMESTER COURSE TO MEET THE NEEDS OF STUDENTS IN GRADES TEN THROUGH TWELVE. FOLLOWING PRINTED DIRECTIONS, ATTITUDES TOWARD WORK SURVEY, AN ATTITUDE SECTION, A JOB WORLD SECTION, A SELF RATING CHART, A SELF EVALUATION, AND A LIST OF MATERIALS ARE APPENDED. (AUTHOR/KB)

VT 101 285
BERRY, WAYNE; SCHLICHTING, HARLEY
PREPARING LEARNING ACTIVITY PACKAGES FOR SELECTED AGRI-BUSINESS COURSES AT THE POST-SECONDARY LEVEL. FINAL REPORT.

NORTH DAKOTA UNIV., WILLISTON CENTER, WILLISTON.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-12
NORTH DAKOTA RESEARCH COORDINATING UNIT, STATE BOARD FOR VOCATIONAL EDUCATION, STATE OFFICE BUILDING, BISMARCK, N.D. 58501
PUB DATE - 05JUN74 70P.

DESCRIPTORS - *CURRICULUM GUIDES; *INDIVIDUALIZED CURRICULUM; *AGRIBUSINESS; *FARM MANAGEMENT; STUDENT CENTERED CURRICULUM
IDENTIFIERS - NORTH DAKOTA RCU

ABSTRACT - POST-SECONDARY AGRI-BUSINESS INSTRUCTORS FROM FOUR JUNIOR COLLEGES IN NORTH DAKOTA WORKED COOPERATIVELY TO DEVELOP ACTIVITY PACKETS FOR AGRI-BUSINESS COURSES. A SERIES OF 21 INDIVIDUAL LEARNING PACKETS WERE DEVELOPED. EACH LESSON CONTAINS: JOB TITLE; JOB OBJECTIVES, INSTRUCTIONAL AIDS, REFERENCES, PROCEDURE, STEPS, KEY POINTS, AND STUDENT REQUIREMENT. A SAMPLING OF TOPICS INCLUDE: HOW TO PLANT A TREE; HOW TO PRUNE A TREE; BRANDING CATTLE; CASTRATION OF PIGS; TAKING SOIL SAMPLES; OPERATION OF TRUCK SCALES; COURTHOUSE RECORDS; AND YIELD OF FORAGE PER ACRE. (KB)

VT 101 286
PROJECT COVE: COASTAL OPPORTUNITIES IN VOCATIONAL EDUCATION (RESOURCE, CONSERVATION, AND DEVELOPMENT). FINAL REPORT.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 40, WALDOBORO.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 32P.

DESCRIPTORS - *CONSERVATION EDUCATION; FORESTRY; SOIL CONSERVATION; *NATURAL RESOURCES; LANDSCAPING
IDENTIFIERS - MAINE SCHOOL ADMINISTRATIVE DISTRICT 40

ABSTRACT - THIS IS THE FINAL REPORT ON PROJECT COVE (COASTAL OPPORTUNITIES IN VOCATIONAL EDUCATION). THE PURPOSE OF THIS PROJECT WAS TO HELP STUDENTS HELP THEMSELVES BY TEACHING THEM A VARIETY OF SKILLS FOR GAINFUL EMPLOYMENT AND LIVING. THE STUDENTS WERE PROVIDED WITH RELATED AND OCCUPATIONAL LEARNING EXPERIENCES IN THE AREAS OF HORTICULTURE AND GREENHOUSE WORK, AND NEW AREAS OF MARINE AGRICULTURE, LANDSCAPING, FORESTRY AND BOAT BUILDING. THE PROGRAM OUTLINE INCLUDES: THE FLORICULTURE INDUSTRY; STRUCTURES FOR GROWING PLANTS; GREENHOUSE CONSTRUCTION; FACTORS AFFECTING PLANT GROWTH; PLANT REPRODUCTION; GREENHOUSE CROPS; FLOWER ARRANGEMENT; ORGANIC GARDENING CONCEPTS; LAWN AND TRACTOR TRAINING; AND MARKET

GARDEN. A CONSERVATION AND LANDSCAPING PROGRAM FOR THIRD YEAR IS ALSO OUTLINED. (KB)

VT 101 287
DRUMMOND, ROBERT J.; VITRO, FRANK T., JR.
LEARNING RESEARCH AND PRINCIPLES AS APPLIED TO CLASSROOM LEARNING: PART I.

MAINE UNIV., ORONO.
MAINE RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, AUGUSTA.
MF AVAILABLE IN VT-ERIC SET.
RESEARCH COORDINATING UNIT, BUREAU OF VOCATIONAL EDUCATION, STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA, MAINE 04330
PUB DATE - ND 79P.

DESCRIPTORS - *LEARNING THEORY; *TRANSFER OF TRAINING; *CLASSROOM TECHNIQUES; *INSTRUCTIONAL MEDIA; *TEACHING TECHNIQUES; BEHAVIORAL OBJECTIVES; REINFORCEMENT
IDENTIFIERS - MAINE

ABSTRACT - THE PURPOSE OF THIS MANUAL IS TO PROVIDE VOCATIONAL AND TECHNICAL TEACHERS WITH A REVIEW OF THE PRINCIPLES OF LEARNING WHICH HAVE APPLICATION TO THEIR SUBJECT FIELDS. THE BOOKLET HAS TWO SECTIONS: (1) A SELECTED REVIEW OF THE LITERATURE RELATED TO HOW LEARNING THEORY IS APPLIED TO INSTRUCTION; AND (2) A LISTING OF PRINCIPLES OF LEARNING THAT HAVE BEEN IDENTIFIED AS HAVING APPLICATION TO CLASSROOM TEACHING. THIS PRELIMINARY REPORT IS DESIGNED TO PROVIDE TEACHERS WITH AN OUTLINE OF THE COMPONENTS OF A LESSON, CATEGORIES OF LEARNING, AND THE USES OF CERTAIN INSTRUCTIONAL MEDIA. (KB)

VT 101 288
ARKANSAS GUIDEBOOK FOR CAREER ORIENTATION.

ARKANSAS STATE DEPT. OF EDUCATION, LITTLE ROCK. DIV. OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP74 429P.

DESCRIPTORS - *CAREER PLANNING; *CURRICULUM GUIDES; *JUNIOR HIGH SCHOOL STUDENTS; *OCCUPATIONAL CLUSTERS; JOBS
IDENTIFIERS - ARKANSAS

ABSTRACT - THIS GUIDE BOOK HAS BEEN PREPARED TO ASSIST TEACHERS WITH CAREER ORIENTATION FOR GRADES SEVEN, EIGHT, AND NINE. THERE ARE TWO PARTS TO EACH UNIT IN THE GUIDEBOOK: (1) THE TEACHER SECTION CONSISTS OF TEACHER OBJECTIVES, SUGGESTED TEACHING ACTIVITIES, FACTORS TO CONSIDER, AND REFERENCES; (2) THE STUDENT SECTION CONSISTS OF STUDENT BEHAVIORAL OBJECTIVES, A PRETEST, GENERAL INFORMATION, AND REVIEW QUESTIONS. UNITS COVERED INCLUDE: SELF-UNDERSTANDING FOR SUCCESS IN THE WORLD OF WORK, GENERAL STUDY OF OCCUPATIONAL CLUSTERS AND EXPLORING SELECTED OCCUPATIONS, MAKING A LONG RANGE TRAINING PLAN, PROCEDURE FOR SEEKING, GETTING AND KEEPING A JOB, AND A CAREER AND SOCIETY. SUGGESTED GUIDELINES FOR SPEAKERS, A STUDENT PERSONAL DATA FORM, AN OUTLINE FOR NOTETAKING, A GUIDE FOR OCCUPATIONAL INFORMATION, AND AN EVALUATION OF TEACH-PUPIL CLASS ACTIVITY ARE APPENDED. (AUTHOR/KB)

VT 101 289
HENDERSON, W. CHARLES, AND OTHERS
GENERAL MECHANICAL TRADES. A CURRICULUM GUIDE 1971. REVISED, 1973.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.
OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER, DIV. OF TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, 1515 W. SIXTH AVENUE, STILLWATER, OK 74074 ($10.00)
PUB DATE - 73 408P.

DESCRIPTORS - *CURRICULUM GUIDES; *MECHANICAL SKILLS; *MECHANICS (PROCESS); *BLUEPRINTS; *WELDING; ENGINES
IDENTIFIERS - OKLAHOMA

ABSTRACT - THIS GENERAL MECHANICAL TRADES CURRICULUM GUIDE INCLUDES SIX AREAS. EACH AREA CONSISTS OF ONE OR MORE UNITS OF INSTRUCTION. EACH INSTRUCTIONAL UNIT INCLUDES BEHAVIORAL OBJECTIVES, SUGGESTED ACTIVITIES FOR TEACHER AND STUDENTS, INFORMATION SHEETS, ASSIGNMENT SHEETS, JOB SHEETS, VISUAL AIDS, TESTS, AND ANSWERS TO THE TEST. UNITS ARE PLANNED FOR MORE THAN ONE LESSON OR CLASS PERIOD OF INSTRUCTION. SECTIONS INCLUDE: SAFETY-TOOLS, MEASURING-BLUEPRINT, GAS WELDING, ARC WELDING, SMALL ENGINES, AND METAL WORK. (KB)

VT 101 290
BENSON, ANN
CHILD DEVELOPMENT. IN-DEPTH CURRICULUM.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.
OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER.

DIV. OF TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, 1515 W. SIXTH AVENUE, STILLWATER, OK 74074 ($10.00)
PUB DATE - 74 537P.

DESCRIPTORS - *CURRICULUM GUIDES; *CHILD DEVELOPMENT; *HOME ECONOMICS EDUCATION; HOMEMAKING EDUCATION; *CHILD CARE; CHILD DEVELOPMENT; PLAY
IDENTIFIERS - OKLAHOMA

ABSTRACT - THIS PUBLICATION IS DESIGNED TO PROVIDE INSTRUCTION IN HOME ECONOMICS CHILD DEVELOPMENT EDUCATION AT THE ELEVENTH AND TWELFTH GRADE LEVELS. IT INCLUDES BASIC KNOWLEDGES AND SKILLS IN THE AREAS OF PARENT EDUCATION, DEVELOPMENTAL CHILD CARE, CHILDREN'S ACTIVITIES, HEALTH OF THE CHILD, AND EMPLOYMENT OPPORTUNITIES IN CHILD CARE OCCUPATIONS. THESE BUILD UPON THE BASIC CHILD DEVELOPMENT MATERIALS INCLUDED IN HOME ECONOMICS I AND HOME ECONOMICS II CURRICULUMS. HOME ECONOMICS CHILD DEVELOPMENT CURRICULUM INCLUDES SIX AREAS. EACH AREA CONSISTS OF ONE OR MORE UNITS OF INSTRUCTION. EACH INSTRUCTIONAL UNIT INCLUDES BEHAVIORAL OBJECTIVES, SUGGESTED ACTIVITIES FOR TEACHER AND STUDENTS, INFORMATION SHEETS, ASSIGNMENT SHEETS, JOB SHEETS, VISUAL AIDS, TESTS, AND ANSWERS TO THE TEST. UNITS ARE PLANNED FOR MORE THAN ONE LESSON OR CLASS PERIOD OF INSTRUCTION. (AUTHOR/KB)

VT 101 291
LEMONDS, CHERRY; MOSS, PAM
CHOOSING A JOB...INFORMATION ABOUT DEAF PEOPLE AND THEIR JOBS.

SOUTHERN REGIONAL MEDIA CENTER FOR THE DEAF, KNOXVILLE, TENN.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 78P.

DESCRIPTORS - *OCCUPATIONAL INFORMATION; CAREERS; *DEAF; REHABILITATION; SPECIAL EDUCATION; *DEAF EDUCATION

ABSTRACT - THIS BOOKLET INTRODUCES NEW AND UNIQUE JOBS THAT DEAF PEOPLE ARE ENTERING. THE JOB WRITE-UPS FEATURED IN THIS BOOKLET WERE SELECTED FROM THIRTEEN STATES IN THE SOUTH. EACH JOB WRITE-UP CONSISTS OF INFORMATION AND PICTURES OF DIFFERENT DEAF PEOPLE WHO REPRESENT A VARIED AND FAIRLY COMPREHENSIVE PICTURE OF JOB OPPORTUNITIES FOR DEAF STUDENTS. PERSONAL INFORMATION ON INDIVIDUALS IS PROVIDED. THIS BOOKLET WAS DEVISED FOR THE STUDENT'S OWN USE WITH THE INTENT THAT STUDENTS WILL BE MOTIVATED TO BRANCH OUT FROM TRADITIONAL JOB STEREOTYPES. JOB DESCRIPTIONS ARE BRIEF AND TAKE INTO ACCOUNT THE AVERAGE READING LEVEL OF DEAF STUDENTS. A LIST OF CAREER PROGRAMS FOR DEAF STUDENTS IS APPENDED. (KB)

VT 101 292
MANUEL, EDWARD F.; PENNER, WAYMAN R.
AUTO BODY. REPAIR AND REPAINTING. INSTRUCTIONAL UNITS.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER. OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER. DIV. OF TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, 1515 W. SIXTH AVENUE, STILLWATER, OK 74074 ($20.00)
PUB DATE - 74 1475P.

DESCRIPTORS - *CURRICULUM GUIDES; *AUTO BODY REPAIRMEN; *TRADE AND INDUSTRIAL EDUCATION; REPAIR; SKILLED OCCUPATIONS; WELDING
IDENTIFIERS - OKLAHOMA

ABSTRACT - THIS PUBLICATION IS DESIGNED TO PROVIDE INSTRUCTION LEADING TOWARD ENTRY LEVEL EMPLOYMENT AS AN AUTO BODY REPAIRMAN. THE PURPOSE OF THIS MANUAL IS TO PROVIDE A BASE FOR AUTO BODY INSTRUCTORS WHICH WILL AID IN THE STANDARDIZATION OF INSTRUCTION. AUTO BODY CURRICULUM INCLUDES ELEVEN SECTIONS. EACH SECTION CONSISTS OF ONE OR MORE UNITS OF INSTRUCTION. EACH INSTRUCTIONAL UNIT INCLUDES PERFORMANCE OBJECTIVES, SUGGESTED ACTIVITIES FOR TEACHER AND STUDENTS, INFORMATION SHEETS, ASSIGNMENT SHEETS, JOB SHEETS, VISUAL AIDS, TESTS, AND ANSWERS TO THE TEST. UNITS ARE PLANNED FOR MORE THAN ONE LESSON OR CLASS PERIOD OF INSTRUCTION. TITLES OF THE ELEVEN SECTIONS ARE: INTRODUCTION, RELATED INFORMATION, BODY AND FRAME CONSTRUCTION, TOOLS, WELDING, BASIC METAL REPAIR, HARDWARE, GLASS AND TRIM, MAJOR METAL REPAIR, REFINISHING, DAMAGE ESTIMATING, AND MISCELLANEOUS. (AUTHOR/KB)

VT 101 293
ROGERS, HELEN V.; BENSON, ANN
NURSING I. A COURSE OF STUDY.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND

INSTRUCTIONAL MATERIALS CENTER. OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER. DIV. OF TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER, 1515 W. SIXTH AVENUE, STILLWATER, OK 74074 ($20.00)
PUB DATE - 74 1607P.

DESCRIPTORS - *CURRICULUM GUIDES; *HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *BIOLOGICAL SCIENCES; *HEALTH; MICROBIOLOGY; NUTRITION
IDENTIFIERS - OKLAHOMA

ABSTRACT - THIS PUBLICATION PROVIDES A COURSE OF STUDY REQUISITE FOR THE BEGINNING PRACTICE OF NURSING. IT INITIATES AN ARTICULATED CURRICULUM DESIGNED TO FACILITATE CAREER MOBILITY IN THE HEALTH OCCUPATIONS. MAJOR TOPICS INCLUDE: PERSONAL VOCATIONAL RELATIONSHIPS, BASIC NURSING PRINCIPLES AND SKILLS, AND LIFE SCIENCES AND HEALTH. THE PURPOSE OF THIS CURRICULUM IS TO ENHANCE THE QUALITY OF HEALTH OCCUPATIONS EDUCATION PROGRAMS BY PROVIDING INSTRUCTORS WITH ASSISTANCE IN THE ORGANIZATION AND PRESENTATION OF MATERIALS TO MAXIMIZE LEARNING EXPERIENCES. NURSING I CURRICULUM INCLUDES THREE AREAS. EACH AREA CONSISTS OF SEVERAL UNITS OF INSTRUCTION. EACH INSTRUCTIONAL UNIT INCLUDES BEHAVIORAL OBJECTIVES, SUGGESTED ACTIVITIES FOR TEACHER AND STUDENTS, INFORMATION SHEETS, ASSIGNMENT SHEETS AND/OR JOB SHEETS, VISUAL AIDS, TESTS, AND ANSWERS TO THE TEST. UNITS ARE PLANNED FOR MORE THAN ONE LESSON OR CLASS PERIOD OF INSTRUCTION. (AUTHOR/KB)

VT 101 294
SWAFFORD, PEGGY
M.U.S.I.C. (MUSIC - UTILIZING STUDENTS INVESTIGATING CAREERS).

BEAVERTON SCHOOL DISTRICT 48, OREG.
OREGON STATE DEPT. OF EDUCATION, SALEM.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 34P.

DESCRIPTORS - *MUSIC EDUCATION; *MUSIC ACTIVITIES; *MUSIC APPRECIATION; RECREATIONAL ACTIVITIES; ACTIVITIES; *MUSIC; *CURRICULUM GUIDES
IDENTIFIERS - BEAVERTON SCHOOL DISTRICT

ABSTRACT - THIS DOCUMENT CONTAINS A FINAL REPORT ON M.U.S.I.C. AND A MUSIC CAREER GUIDE. THE PURPOSE OF THE MUSIC CAREERS PROGRAM WAS TO MAKE AVAILABLE INFORMATION PERTAINING TO CAREERS IN AND RELATED TO MUSIC FOR THE STUDENTS INVOLVED IN BAND AND ORCHESTRA AT CEDAR PARK INTERMEDIATE SCHOOLS, GRADES 7-9. THE CAREERS EXPLORED WERE VOCATIONAL AND AVOCATIONAL IN NATURE. THE MUSIC CAREERS GUIDE INCLUDES: (1) WAYS TO EXPLORE, (2) PERFORMANCE-OR-WHAT CAN YOU PLAY OR DO FOR MONEY AND FAME, (3) MUSIC AND THE MEDIA-OR-WHERE YOU COULD PLAY OR WORK, (4) NON-PERFORMANCE-OR-WHAT ELSE COULD YOU DO BESIDE PLAY, (5) BIBLIOGRAPHY, (6) VIDEO TAPE TEXT, AND (7) COMMENTS. (KB)

VT 101 295
STEINGRESS, FREDERICK M., AND OTHERS
STATIONARY ENGINEERING, ENVIRONMENTAL CONTROL, REFRIGERATION. LABORATORY MANUAL-1.

RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. CURRICULUM LAB.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP74 135P.

DESCRIPTORS - *LABORATORY MANUALS; *ENGINEERING EDUCATION; TECHNICAL EDUCATION; ENGINEERING TECHNICIANS; *REFRIGERATION; *CONTROLLED ENVIRONMENT; *AIR CONDITIONING; ELECTRICITY
IDENTIFIERS - NEW JERSEY

ABSTRACT - THIS LABORATORY MANUAL IS FOR THE STATIONARY ENGINEERING STUDENT. THE OBJECTIVES OF THE COURSE ARE TO DEVELOP: (1) A SENSE OF PERSONAL RESPONSIBILITY, (2) PRIDE IN A JOB WELL DONE, (3) SELF DISCIPLINE, (4) RESPECT FOR HIMSELF AND OTHERS, (5) ABILITY TO GIVE AS WELL AS TAKE ORDERS, AND (6) SUFFICIENT KNOWLEDGE AND SKILLS TO ENTER INDUSTRY AND COMPETE SUCCESSFULLY. IN THIS PROGRAM THREE AREAS OF STUDY ARE PRESENTED: STATIONARY ENGINEERING, ENVIRONMENTAL CONTROL, AND REFRIGERATION. EACH ASSIGNMENT INCLUDES: THE TITLE, OBJECTIVES, LOCATION, PROCEDURES, AND ASSIGNMENT. THIS LABORATORY MANUAL IS CLOSELY CORRELATED WITH THE RELATED SCIENCE MANUAL. (AUTHOR/KB)

VT 101 296
CAREER INFORMATION UNIT FOR DISTRIBUTIVE EDUCATION. STUDENT HANDBOOK.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
DOCUMENT NOT AVAILABLE IN VT-ERIC

SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - 73 206P.

DESCRIPTORS - *CAREER EDUCATION; *DISTRIBUTIVE EDUCATION; *MARKETING; *STUDY GUIDES; INSTRUCTIONAL MATERIALS; INDIVIDUALIZED INSTRUCTION; HIGH SCHOOL STUDENTS; OCCUPATIONAL CLUSTERS

ABSTRACT - PREPARED BY THE OHIO DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, THIS STUDENT HANDBOOK IS TO BE USED IN CONJUNCTION WITH THE TEACHER'S MANUAL FOR THE CAREER INFORMATION UNIT FOR DISTRIBUTIVE EDUCATION (VT 101 297). PROVIDED FOR THE STUDENT ARE REQUIREMENTS FOR COMPLETING A CAREER INFORMATION UNIT CONSISTING OF CHOICES FROM 25 CLUSTERS OF DISTRIBUTIVE AND MARKETING OCCUPATIONS. WITHIN EACH CLUSTER UNIT IS A CLUSTER INFORMATION FORM AND STUDENT ACTIVITY GUIDE. OCCUPATIONS LISTED WITHIN EACH CLUSTER REFER TO THE DICTIONARY OF OCCUPATIONAL TITLES. (LJ)

VT 101 297
CAREER INFORMATION UNIT FOR DISTRIBUTIVE EDUCATION. TEACHER HANDBOOK.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
DISTRIBUTIVE EDUCATION MATERIALS LAB., OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210.
PUB DATE - 73 118P.

DESCRIPTORS - *CAREER EDUCATION; *DISTRIBUTIVE EDUCATION; *TEACHING GUIDES; *INSTRUCTIONAL MATERIALS; *MARKETING; OCCUPATIONAL CLUSTERS; INTEREST TESTS; APTITUDE TESTS

ABSTRACT - THIS TEACHING GUIDE ACCOMPANIES THE STUDENT HANDBOOK FOR THE CAREER INFORMATION UNIT FOR DISTRIBUTIVE EDUCATION (VT 101 296). THE DOCUMENT CONTAINS INFORMATION FOR TEACHERS WISHING TO INCLUDE A CAREER INFORMATION UNIT (CIU) IN THE CURRICULUM. A DESCRIPTION OF THE STUDENT HANDBOOK TO BE USED WITH THIS TEACHER'S GUIDE IS INCLUDED ALONG WITH INFORMATION ON THE ORGANIZATION OF THE 25 CLUSTERS IN MARKETING AND DISTRIBUTION COMPOSING THE CIU AND INFORMATION ON INTEREST AND APTITUDE TESTING, STUDENT ACTIVITY REQUIREMENTS, AND GRADES AND RECORDS. APPENDED ARE SEVERAL TESTING INSTRUMENTS, AN EXAMPLE OF A CERTIFICATE OF ACHIEVEMENT FOR THE DISTRIBUTIVE EDUCATION CAREER EXPLORATION PROGRAM, PROMOTIONAL MATERIAL, A BIBLIOGRAPHY, AND PUBLISHER'S LIST. A WALL CHART DISPLAYING THE 25 CLUSTERS AND THE STUDENTS' NAMES IS FURNISHED WITH THE PACKET. (LJ)

VT 101 298
EXERCISES IN CLASSIFYING MOTOR VEHICLE TRAFFICWAY ACCIDENTS.

NORTHWESTERN UNIV., EVANSTON, ILL. TRAFFIC INST.
NATIONAL SAFETY COUNCIL, CHICAGO, ILL. TRAFFIC ACCIDENT DATA PROJECT STEERING COMMITTEE.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO, IL 60611.
PUB DATE - 70 43P.

DESCRIPTORS - *CLASSIFICATION; *TRAFFIC ACCIDENTS; *CODIFICATION; *MOTOR VEHICLES; *WORKBOOKS

ABSTRACT - THIS BOOKLET OF TRAFFIC ACCIDENT DESCRIPTIONS IS DESIGNED TO GIVE PRACTICE IN CLASSIFYING MOTOR VEHICLE ACCIDENTS, ESPECIALLY ACCORDING TO AMERICAN NATIONAL STANDARD D16.1 - 1970. EACH DESCRIPTION REPRESENTS RELEVANT INFORMATION AS IT WOULD BE OBTAINED FROM A POLICE REPORT, INCLUDING A DRAWING DEPICTING THE INCIDENT. PRACTICE CODING SHEETS ARE PROVIDED ON WHICH THE TRAINEE IS TO CLASSIFY EACH OF THE 36 ACCIDENTS AS TO VEHICLE DAMAGE, EXTENT OF PERSONAL INJURIES, LOCATION, AND ACCIDENT TYPE ACCORDING TO A STANDARDIZED CODING SYSTEM. (KH)

VT 101 299
ELECTRONICS/ELECTRICITY. INSTRUCTOR'S DATA GUIDE.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
DELMAR PUBLISHERS, MOUNTAINVIEW AVENUE, ALBANY, NY 12205.
PUB DATE - 71 102P.

DESCRIPTORS - *TEACHING GUIDES; ELECTRONICS; *LABORATORY EXPERIMENTS; *LABORATORY MANUALS; *ELECTRICITY

ABSTRACT - DESIGNED TO CORRELATE WITH A STUDENT WORKBOOK, THIS INSTRUCTOR'S GUIDE FOR ELECTRONICS/ELECTRICITY OFFERS A FORMAT ARRANGED TO PROVIDE USEFUL INFORMATION ABOUT EACH OF 27 LABORATORY EXPERIMENTS. FOLLOWING BRIEFLY STATED OBJECTIVES OF THE EXPERIMENT, DEFINITIONS OF

TECHNICAL TERMS AND MATHEMATICAL EXPRESSIONS, APPEARS A COMPLETE LIST OF COMPONENTS AND INSTRUMENTS REQUIRED FOR THE EXPERIMENT. DATA TABLES AND PROBLEMS ARE REPRODUCED FROM THE STUDENT MANUAL, ALONG WITH THE SOLUTIONS TO THE PROBLEMS. IN ADDITION TO THIS INFORMATION, THE GUIDE CONTAINS OTHER COMMENTS IN THE FORM OF PRECAUTIONS, ANALYSIS NOTES, AND TEACHING SUGGESTIONS. AN EQUIPMENT LIST IS APPENDED. (KH)

VT 101 300
ELECTROMECHANISMS/DEVICES. INSTRUCTOR'S DATA GUIDE.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
DELMAR PUBLISHERS, MOUNTAINVIEW AVENUE, ALBANY, NY 12205.
PUB DATE - 71 73P.

DESCRIPTORS - *TEACHING GUIDES; *ELECTROMECHANICAL TECHNOLOGY; *LABORATORY EXPERIMENTS; LABORATORY MANUALS

ABSTRACT - DESIGNED TO CORRELATE WITH A STUDENT WORKBOOK, THIS INSTRUCTOR'S GUIDE FOR ELECTROMECHANISMS/DEVICES OFFERS A FORMAT ARRANGED TO PROVIDE USEFUL INFORMATION ABOUT EACH LABORATORY EXPERIMENT. FOLLOWING BRIEFLY STATED OBJECTIVES OF THE EXPERIMENT, DEFINITIONS OF TECHNICAL TERMS AND MATHEMATICAL EXPRESSIONS, APPEARS A COMPLETE LIST OF COMPONENTS AND INSTRUMENTS REQUIRED FOR THE EXPERIMENT. DATA TABLES AND PROBLEMS ARE REPRODUCED FROM THE STUDENT MANUAL ALONG WITH SOLUTIONS TO THE PROBLEMS. IN ADDITION TO THIS INFORMATION, THE GUIDE CONTAINS OTHER COMMENTS IN THE FORM OF PRECAUTIONS, ANALYSIS NOTES AND TEACHING SUGGESTIONS. AN EQUIPMENT LIST IS APPENDED. (KH)

VT 101 301
APPLIED RESEARCH PROJECTS SUPPORTED IN FY 1974 UNDER PART C OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 222P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *RESEARCH PROJECTS; *EDUCATIONAL RESEARCH; *CURRICULUM RESEARCH; DISADVANTAGED GROUPS; HANDICAPPED; MINORITY GROUPS; GUIDANCE COUNSELING; JOB PLACEMENT; MANPOWER NEEDS

ABSTRACT - THIS JUNE 1974 REPORT PROVIDES AN ACCOUNT OF HOW THE U.S. OFFICE OF EDUCATION'S DISCRETIONARY VOCATIONAL EDUCATION RESEARCH PROGRAM FOR THE FISCAL YEAR 1974 WAS PLANNED AND IMPLEMENTED UNDER THE ADMINISTRATION OF THE NEW BUREAU OF OCCUPATIONAL AND ADULT EDUCATION AND ITS NEW COMPONENT THE DIVISION OF RESEARCH AND DEMONSTRATION. BASIC INFORMATION IS PRESENTED IN THE LEGISLATIVE AND REGULATORY FRAMEWORK TO THE PART C RESEARCH PROGRAM; THE PLANNING AND PROCEDURES LEADING TO THE DETERMINATION OF THE PROGRAM PRIORITY AREAS FOR THE FISCAL YEAR 1974; THE PROCESSES USED TO IMPLEMENT THE AWARD PROGRAM FOR THIS YEAR; AND ON THE AWARD OUTCOMES; AN OVERVIEW OF THE PURPOSES AND EXPECTED RESULTS OF FUNDED PROJECTS, ABSTRACTS OF THE INDIVIDUAL PROJECTS, AND IDENTIFICATION OF SEVERAL SPECIAL PROJECTS OF NATIONAL SIGNIFICANCE. THE ABSTRACTS OF FUNDED PROJECTS WERE CATEGORIZED AS FOLLOWS: CURRICULUM STUDIES; DISADVANTAGED, HANDICAPPED, AND MINORITY; ALTERNATIVE WORK EXPERIENCES; GUIDANCE COUNSELING, PLACEMENT, AND FOLLOWUP; AND MANPOWER INFORMATION AND SYSTEMS. EACH ABSTRACT DETAILS THE PROJECT NO., BEGINNING AND ENDING DATES, PROJECT TITLE, INVESTIGATOR AND INSTITUTION, OBJECTIVES, PROCEDURES, AND END PRODUCTS. (AUTHOR/KB)

VT 101 302
MERRILL, FLOYD W.
EXEMPLARY COOPERATIVE EDUCATION PROGRAM FOR THE DEVELOPMENT OF OCCUPATIONAL SKILLS, WORK HABITS, AND ATTITUDES. FINAL REPORT.

CANYON SCHOOL DISTRICT 139, CALDWELL, IDAHO.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-3889(361)
PUB DATE - JUN74 217P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *VOCATIONAL EDUCATION; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *CANYON SCHOOL DISTRICT 139; IDAHO

ABSTRACT - THIS REPORT, COVERING THE TIME PERIOD FROM JULY 1, 1971 TO JUNE 30, 1974, DESCRIBES THE GOALS, PROCEDURES, RESULTS, EVALUATIONS, AND RECOMMENDATIONS OF A CAREER DEVELOPMENT PROJECT OF THE CANYON SCHOOL DISTRICT 139, CALDWELL, IDAHO. TO CREATE CHANGES IN STUDENT ATTITUDES AND ACHIEVEMENT, PROGRAMS WERE DEVELOPED FOR GRADES 1 THROUGH 12

IN OCCUPATIONAL INFORMATION, ORIENTATION, AND EXPLORATION, FOR INSERVICE TEACHER TRAINING, AND FOR SPECIFIC SKILL TRAINING, JOB PLACEMENT, AND FOLLOWUP SERVICE FOR SECONDARY SCHOOL STUDENTS. PROGRAMS WERE DESIGNED TO HELP ALL STUDENTS IN THE SEVEN PARTICIPATING SCHOOL DISTRICTS AND THREE PRIVATE SCHOOLS BY BRIDGING THE GAP BETWEEN SCHOOL AND WORK. PROJECT GOALS WERE LARGELY ACCOMPLISHED AS SHOWN BY YEARLY AUDITS OF EVALUATION TEAMS IN ON-SITE VISITS. (AUTHOR/MU)

VT 101 303
RESEARCH STUDY ON PLANNING FOR CONNECTICUT REGIONAL VOCATIONAL-TECHNICAL SCHOOLS. FINAL REPORT.

UNIVERSITY RESEARCH INST. OF CONNECTICUT, INC., WALLINGFORD.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; CONNECTICUT VOCATIONAL EDUCATION RESEARCH AND PLANNING UNIT, HARTFORD.
MF AVAILABLE IN VT-ERIC SET.
URIC-74-54
PUB DATE - JUN74 91P.

DESCRIPTORS - *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL PLANNING; *STATEWIDE PLANNING; *EDUCATIONAL STRATEGIES; *SCHOOL LOCATION; EDUCATIONAL RESEARCH; GEOGRAPHIC LOCATION
IDENTIFIERS - CONNECTICUT

ABSTRACT - A METHODOLOGY TO ASSESS THE ENROLLMENT NEEDS AND EFFECTS OF VOCATIONAL-TECHNICAL SCHOOLS IN CONNECTICUT IS EXAMINED IN THIS REPORT. PART 1 DESCRIBES THE METHODOLOGY, THE NEED FOR IT, AND ITS IMPORTANT CHARACTERISTICS. PART 2 DEFINES PARAMETERS OF THE MODEL FOR DETERMINING THE IMPACT A NEW REGIONAL VOCATIONAL TECHNICAL SCHOOL WOULD MAKE ON ENROLLMENTS IN EXISTING SCHOOLS. FOUR CASE STUDIES ARE PRESENTED IN PART 3 ILLUSTRATING THE USE OF THE MODEL IN FOUR DIFFERENT LOCATIONS IN THE STATE. PART 4 RELATED THE METHODOLOGY TO THE COMPUTER PROGRAM WHICH ACCOMPANIES THE REPORT. CONCLUSIONS AND RECOMMENDATIONS ARE PRESENTED IN PART 5 WHICH INCLUDE SUGGESTIONS FOR IMPROVING AND MAKING USE OF THE METHODOLOGY AS A TOOL TO REASSESS THE POTENTIAL EFFECT THAT A PROPOSED SCHOOL WOULD HAVE ON THE ENROLLMENT OF EXISTING VOCATIONAL TECHNICAL SCHOOLS. IT WAS CONCLUDED THAT A BROADER-BASED PLANNING STUDY WHICH INCLUDES ECONOMIC AND EDUCATIONAL AS WELL AS DEMOGRAPHIC ASPECTS SHOULD BE USED IN DETERMINING THE FEASIBILITY OF NEW REGIONAL VOCATIONAL TECHNICAL SCHOOLS IN CONNECTICUT. (AUTHOR/MU)

VT 101 304
HILL, CLAIR S.
A COMPUTERIZED TASK INVENTORY SYSTEM FOR PROVIDING CURRICULUM CONTENT. CARPENTRY. FINAL REPORT.

NORTHERN ARIZONA UNIV., FLAGSTAFF

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 39P.

DESCRIPTORS - *CARPENTERS; *TASK ANALYSIS; *JOB ANALYSIS; *BUILDING TRADES; *CONSTRUCTION (PROCESS); WOODWORKING; TRADE AND INDUSTRIAL EDUCATION; JOB SKILLS; CURRICULUM DEVELOPMENT
IDENTIFIERS - ARIZONA

ABSTRACT - TO ESTABLISH DATA GATHERING PROCEDURES AND TO COLLECT DATA FOR IMPROVING THE QUALITY OF THE COURSE CONTENT IN A CLASS ON CARPENTRY, AN INITIAL TASK INVENTORY WAS DEVELOPED BY SEARCHING EXISTING CARPENTRY JOB DESCRIPTIONS, CURRICULUM GUIDES, AND COURSES OF STUDY. ONLY THOSE TASKS THAT WERE THOUGHT TO BE PERFORMED BY CURRENT WORKERS IN RESIDENTIAL CARPENTRY IN ARIZONA WERE INCLUDED. TASKS WERE GROUPED INTO TEN AREAS CALLED DUTIES AND THE RESULTING DUTY STATEMENTS WERE ARRANGED IN THE SEQUENTIAL ORDER NORMALLY PERFORMED ON THE JOB. TWO CONSULTANTS AND A THIRD EVALUATOR REVIEWED AND REVISED THE STATEMENTS. FROM THE EXPERIENCE, RECOMMENDATIONS INCLUDED PROCEDURAL MATTERS TO EXPAND THE SAMPLE AND REPLICATE THE STUDY IN OTHER AREAS OF THE STATE. (AUTHOR/MU)

VT 101 305
VOSE, GEORGE D.
THE SELF DIRECTED CAREER PROGRAM AS A TOOL FOR PRESENTING CAREER INFORMATION TO NINTH GRADE STUDENTS. FINAL REPORT.

BANGOR SCHOOL DEPT., MAINE.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 32P.

DESCRIPTORS - *GUIDANCE SERVICES; *OCCUPATIONAL INFORMATION; *VOCATIONAL MATURITY; *CLASSROOM GUIDANCE PROGRAMS; GUIDANCE OBJECTIVES; OCCUPATIONAL GUIDANCE; *JUNIOR HIGH SCHOOL STUDENTS

ABSTRACT - THIS REPORT COVERS A PROJECT IN THE BANGOR JUNIOR HIGH SCHOOLS RUNNING FROM THE FIRST WEEK IN OCTOBER 1973 TO THE LAST WEEK IN APRIL 1974. THE STUDY

SOUGHT TO FIND A WAY TO UPGRADE THE CAREER GUIDANCE PROGRAM AT THE JUNIOR HIGH LEVEL WITH LITTLE COST IN COUNSELOR TIME. THREE JUNIOR HIGH SCHOOLS SUPPLIED THE NINTH GRADE STUDENTS TO BE USED FOR EXPERIMENTAL AND CONTROL GROUPS IN THE STUDY. A PRE-POSTTEST DESIGN WITH A CONTROL GROUP WAS USED FOR THE FIRST PART OF THE TEST AND A POSTTEST ONLY FOR THE SECOND PART. IN THE FIRST SCHOOL THE SELF DIRECTED SEARCH (SDS) TEST WITHOUT THE USE OF THE SDS KIT WAS ADMINISTERED. IN THE SECOND SCHOOL THE SDS KITS WERE INTRODUCED INTO THE EXPERIMENTAL TREATMENT. THE THIRD SCHOOL WAS USED AS A CONTROL GROUP AND USED NEITHER THE TEST NOR THE KITS. THE CRITES MATURITY INVENTORY WAS USED TO MEASURE RESULTS TO DETERMINE WHETHER THE SDS HAD STIMULATED STUDENTS TO SEEK CAREER INFORMATION ON THEIR OWN. RESULTS WERE INCONCLUSIVE. USE OF SDS KITS ALONG WITH IMPROVEMENTS IN SCHEDULING AND MORE INVOLVEMENT OF CLASSROOM TEACHERS IS RECOMMENDED. (MU)

VT 101 306
GEOGRAPHICALLY ISOLATED VOCATIONAL EDUCATION (GIVE). EXEMPLARY PROJECT. FINAL REPORT.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 2, GREENVILLE.; MAINE SCHOOL ADMINISTRATIVE DISTRICT 12, JACKMAN.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 23P.

DESCRIPTORS - *COOPERATIVE EDUCATION; *VOCATIONAL EDUCATION; *RURAL SCHOOLS; PROGRAM DESCRIPTIONS
IDENTIFIERS - MAINE

ABSTRACT - COVERING THE TIME FROM ITS INCEPTION IN JULY 1973 TO ITS CLOSE ON JUNE 30, 1974, THIS PAPER REPORTS A PROJECT TO PROVIDE STUDENTS IN TWO ISOLATED SCHOOL DISTRICTS OF MAINE WITH VOCATIONAL EDUCATION EXPERIENCES. FROM 90 STUDENTS IN ONE DISTRICT AND 45 IN THE OTHER, 34 VOCATIONAL STUDENTS PARTICIPATED IN THE PROJECT. WORK EXPERIENCES AT WINTER VACATION RESORTS AND LOCAL CONCERNS PROVIDED A COOPERATIVE EDUCATION PROGRAM AND HEIGHTENED THE COMMUNITY INVOLVEMENT IN THE SCHOOL PROGRAMS. AN OUTSIDE EVALUATION REPORT IS ATTACHED. (MU)

VT 101 307
BAGLEY, ROY
SATELLITE CAREER CENTER. PROJECT "GUIDANCE IN VOCATIONS AND EDUCATION (G.I.V.E.)." FINAL REPORT.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 51, CUMBERLAND CENTER.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 159P.

DESCRIPTORS - *CAREER EDUCATION; *TEACHER DEVELOPED MATERIALS; *VOCATIONAL DEVELOPMENT; *STATEWIDE PLANNING; *PROGRAM DESCRIPTIONS
IDENTIFIERS - MAINE; GIVE; GUIDANCE IN VOCATIONS AND EDUCATION

ABSTRACT - DESCRIBING THE EFFORTS FOR THE TIME PERIOD FROM JULY 1, 1973 THROUGH JUNE 30, 1974, THIS DOCUMENT SUMMARIZES THE GOALS, ACTIVITIES, PROBLEM AREAS, AND ACCOMPLISHMENTS OF PROJECT GIVE (GUIDANCE IN VOCATIONS AND EDUCATION), A CAREER EDUCATION PROGRAM IN THE SCHOOLS OF MAINE. PLANS AND STRATEGIES FOR PROVIDING A CAREER AWARENESS PROGRAM FOR ELEMENTARY STUDENTS, DEVELOPMENT OF DECISION-MAKING SKILLS AND A SALABLE JOB ENTRY SKILL FOR EACH STUDENT, COOPERATION BETWEEN SCHOOLS, COLLEGES, AND COMMUNITY RESOURCES, AND INSERVICE EDUCATION FOR TEACHERS ARE EMPHASIZED. PROGRESS TOWARD THE GOALS HAS BEEN MADE. MAJOR EFFORT FOR THE IMMEDIATE FUTURE IS IN THE INSERVICE TEACHER EDUCATION PLANS. THE APPENDIX CONTAINS TEACHER-DEVELOPED MATERIALS FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO VARIOUS SUBJECT MATTER CLASSES ON SEVERAL GRADE LEVELS AS WELL AS THE INSTRUMENTS USED IN THE PROJECT. (MU)

VT 101 308
MIYOSHI, GERALD I.
THE KAUAI COMMUNITY OCCUPATIONAL SURVEY.

KAUAI COMMUNITY COLL., LIHUE, HAWAII.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; HAWAII STATE DEPT. OF EDUCATION, HONOLULU.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR74 63P.

DESCRIPTORS - *EMPLOYMENT TRENDS; *OCCUPATIONAL SURVEYS; *COMMUNITY SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PATTERNS
IDENTIFIERS - KAUAI COUNTY; HAWAII

ABSTRACT - TO IMPROVE THE PROGRAM

PLANNING AND THE COURSE CONTENT AT THE KAUAI COMMUNITY COLLEGE IN HAWAII AND TO GIVE STUDENTS A REALISTIC PICTURE OF JOB OPPORTUNITIES IN KAUAI COUNTY. THE COLLEGE SURVEYED THE OCCUPATIONAL STRUCTURE OF THE COUNTY IN RELATION TO ITS GEOGRAPHIC AND DEMOGRAPHIC FEATURES. DATA ON THE COUNTY LABOR MARKET IN TERMS OF TYPES OF OCCUPATIONS AND NUMBER OF WORKERS IN EACH OCCUPATION WERE OBTAINED FROM QUESTIONNAIRES SENT TO 250 BUSINESSES AND GOVERNMENT AGENCIES. THE THREE LARGEST EMPLOYERS ARE THE PLANTATIONS, THE HOTEL INDUSTRY, AND THE STATE GOVERNMENT. EMPLOYMENT TRENDS INDICATE AN INCREASE IN PRIVATE EMPLOYMENT OF 16% AND IN PUBLIC EMPLOYMENT OF 12.8% BY 1977 WITH GROWTH INDUSTRIES SEEN IN COMMUNICATION, TOURIST-RELATED, AND SERVICE INDUSTRIES. AGRICULTURE-RELATED INDUSTRIES ARE EXPECTED TO DECREASE IN SIZE. METHODOLOGY, TABLES OF DATA, AND INSTRUMENTS ARE APPENDED. (AUTHOR/MU)

VT 101 309
EDUCATIONAL NEEDS ASSESSMENT OF ADULTS IN THE GLOBE-MIAMI AREA. FINAL REPORT.

EASTERN ARIZONA COLL., THATCHER.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 69P.

DESCRIPTORS - *COMMUNITY SURVEYS; *EDUCATIONAL NEEDS; *ADULT VOCATIONAL EDUCATION; EDUCATIONAL PROGRAMS; *JOB TRAINING
IDENTIFIERS - GLOBE MIAMI AREA OF ARIZONA

ABSTRACT - COVERING THE TIME PERIOD FROM FEBRUARY 14, 1974 THROUGH JUNE 30, 1974, THIS DOCUMENT REPORTS A PROJECT DESIGNED TO DETERMINE THE EDUCATIONAL AND TRAINING NEEDS OF VARIOUS GROUPS OF ADULTS AND THE CURRENTLY AVAILABLE TRAINING PROGRAMS IN THE GLOBE-MIAMI AREA OF ARIZONA. QUESTIONNAIRES TO STUDENTS, PARENTS, A RANDOM SAMPLE OF RESIDENTS, BUSINESS AND INDUSTRY, AND AGENCIES OFFERING TRAINING PROGRAMS PRODUCED DATA FOR COMPUTER PROCESSING. FINDINGS REVEALED THAT THE COMMUNITY, BUSINESS, AND INDUSTRY DESIRED PROGRAMS IN BUSINESS, SALES/MIDMANAGEMENT, SECRETARIAL, AUTO/DIESEL MECHANICS, JUSTICE ADMINISTRATION, HOME ECONOMICS, ELECTRONICS, DRAFTING, AND MINING TECHNOLOGY. TARGET GROUPS IDENTIFIED AS NEEDING OTHER PROGRAMS INCLUDED THE HANDICAPPED, PERSONS NEEDING JOB UPGRADING, SCHOOL DROPOUTS, SENIOR CITIZENS, AND WOMEN RETURNING TO THE WORK FORCE. (AUTHOR/MU)

VT 101 310
MORTON, J. B., AND OTHERS
A HISTORICAL AND CURRENT FOLLOW-UP STUDY OF OKLAHOMA VOCATIONAL-TECHNICAL GRADUATES.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 247P.

DESCRIPTORS - *FOLLOWUP STUDIES; *TABLES (DATA); *GRADUATE SURVEYS; *VOCATIONAL EDUCATION; *VOCATIONAL FOLLOWUP
IDENTIFIERS - OKLAHOMA

ABSTRACT - SINCE 1965 THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION HAS BEEN CONDUCTING FOLLOWUP SURVEYS ON INDIVIDUAL STUDENTS. BECAUSE THE STATE HAS PROVIDED SUPPORT FOR THE TRAINING PROGRAMS FOR THE STUDENTS, IT IS NECESSARY TO EXAMINE THEIR POST-TRAINING EXPERIENCES TO GET INFORMATION FOR PROGRAM EVALUATION, FEDERAL REPORTS, AND MANPOWER DATA. THIS STUDY REPORTS THE POST-TRAINING EXPERIENCE OF GRADUATES THE FIRST, THIRD, AND FIFTH YEARS AFTER COMPLETING THE TRAINING PROGRAM. THE FOLLOWING TABLES OF DATA CONSTITUTE THE BULK OF THE REPORT: (1) RELATION OF 1972-1973 GRADUATES TO GRADUATES EMPLOYED AND GRADUATES EMPLOYED RELATED TO TRAINING, ALL DIVISIONS, (2) FOLLOWUP DATA ON GRADUATES--BY PROGRAM, AND (3) FOLLOWUP DATA ON GRADUATES--BY SCHOOL. (AUTHOR/MU)

VT 101 311
STATE-ADMINISTERED EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION. FISCAL YEAR 1973.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 69P.

DESCRIPTORS - *DIRECTORIES; *RESEARCH PROJECTS; *EDUCATIONAL FINANCE; *FINANCIAL SUPPORT; *FEDERAL AID
IDENTIFIERS - VOCATIONAL EDUCATION AMENDMENTS OF 1968

ABSTRACT - THIS PUBLICATION PROVIDES A LISTING OF THE PROJECTS SUPPORTED IN EACH STATE THROUGH GRANTS AND CONTRACTS FUNDED BY THE STATES UNDER PART D OF THE

VOCATIONAL EDUCATION AMENDMENTS OF 1968. THE LISTING, WHICH IS ARRANGED ALPHABETICALLY BY STATES, SHOWS THE TITLE OF EACH PROJECT, THE NAME OF THE GRANTEE OR CONTRACTOR CONDUCTING THE RESEARCH, AND THE AMOUNT OF FUNDING OBLIGATED FOR THE PROJECT. THE LISTING WAS COMPILED ON THE BASIS OF INFORMATION SUPPLIED TO THE U.S. OFFICE OF EDUCATION BY EACH STATE. PERSONS WISHING TO SECURE IN-DEPTH INFORMATION ABOUT A PARTICULAR PROJECT SHOULD CORRESPOND WITH THE STATE DIRECTOR OF VOCATIONAL EDUCATION IN THE STATE CONCERNED. (AUTHOR/MU)

VT 101 312
STATE-ADMINISTERED RESEARCH AND DEVELOPMENT PROJECTS IN VOCATIONAL EDUCATION. FISCAL YEAR 1973.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 91P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *STATE FEDERAL SUPPORT; *STATE AID; *RESEARCH PROJECTS; *DEVELOPMENT; DEVELOPMENTAL PROGRAMS

ABSTRACT - THE PURPOSE OF THIS PRINTOUT OF STATE-ADMINISTERED RESEARCH AND DEVELOPMENT PROJECTS FOR THE FISCAL YEAR 1973 IS TO PROVIDE A LISTING OF THE PROJECTS SUPPORTED IN EACH STATE THROUGH GRANTS AND CONTRACTS FUNDED BY THE STATES UNDER SECTION 131(B) OF PART C OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. THE LISTING, WHICH IS ARRANGED ALPHABETICALLY BY STATES, SHOWS THE TITLE OF EACH PROJECT, THE NAME OF THE GRANTEE OR CONTRACTOR CONDUCTING THE PROJECT, AND THE AMOUNT OF FUNDING OBLIGATED FOR THE PROJECT. (KB)

VT 101 313
YORMARK, BEN A.
HIGHLINE'S CAREER ALTERNATIVES MODEL. INTERIM REPORT.

HIGHLINE SCHOOL DISTRICT 401, SEATTLE, WASH.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5289
PUB DATE - 01JUL74 129P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *PROGRAM DESCRIPTIONS; *HIGH SCHOOLS; *DEVELOPMENTAL PROGRAMS; CAREER PLANNING
IDENTIFIERS - SEATTLE HIGHLINE HIGH SCHOOL

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1973 TO JULY 1974, THIS REPORT DOCUMENTS THE FIRST YEAR OF A PROJECT TO IMPLEMENT CAREER EDUCATION INTO THE HIGHLINE HIGH SCHOOL IN SEATTLE. A CAREER ALTERNATIVES MODEL (CAM) TO PROVIDE EACH STUDENT WITH OPPORTUNITIES TO CONSIDER ALL ALTERNATIVES IS DESCRIBED AS A MEANS FOR STUDENT DEVELOPMENT IN SELF AWARENESS, ECONOMIC UNDERSTANDING, DECISION MAKING, AND EMPLOYMENT SKILLS. GOALS AND PROCEDURAL COMPONENTS OF CAM, IN WHICH GUIDANCE AND INSERVICE TEACHER EDUCATION ARE STRESSED, DESCRIBE THE PROJECT. A THIRD-PARTY EVALUATION, CONTRACTED TO THE NORTHWEST REGIONAL LAB IN PORTLAND, OREGON IS TO BE COMPLETED. (MU)

VT 101 314
VOCATIONAL PROGRAM ADVISORY COMMITTEES. INTERIM REPORT.

DES MOINES PUBLIC SCHOOLS, IOWA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 21P.

DESCRIPTORS - *ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; CAREER EDUCATION; PROGRAM EVALUATION
IDENTIFIERS - DES MOINES PUBLIC SCHOOLS

ABSTRACT - TO OBTAIN ADDITIONAL EVALUATION MATERIAL FOR ASSESSING THE CAREER EDUCATION PROGRAMS IN THE DES MOINES SCHOOLS DURING 1973-1974, VOCATIONAL INSTRUCTORS AND ADVISORY COMMITTEE MEMBERS WERE SURVEYED. DATA WERE SOUGHT CONCERNING THE ACTIVITIES, CHARACTERISTICS, AND OBJECTIVES OF ADVISORY COMMITTEES IN ORDER TO DETERMINE THEIR EFFECTS ON VARIOUS PROGRAMS. INTERVIEWS WERE CONDUCTED WITH SUPERVISORS OF VOCATIONAL PROGRAMS IN BUSINESS EDUCATION, HEALTH OCCUPATIONS, HOME ECONOMICS, AND TRADE AND INDUSTRIAL EDUCATION. DATA INDICATED A LACK OF PROPER FUNCTIONING OF SOME COMMITTEES AND A NEED TO CLARIFY ROLES AND FUNCTIONS, ELIMINATE DIFFERENCES BETWEEN CITY AREAS, AND IMPROVE THE STAFF ORGANIZATION. RECOMMENDATIONS CONCERNED THE DEVELOPMENT OF A HANDBOOK FOR THE USE OF ADVISORY COMMITTEES. INSTRUMENTS USED ARE APPENDED. (MU)

VT 101 315
DES MOINES COMPREHENSIVE CAREER EDUCATION CURRICULUM PROJECT. FIRST YEAR EVALUATION REPORT.

EPIC DIVERSIFIED SYSTEMS CORP., TUCSON, ARIZ.; DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, IOWA.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 36P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM EVALUATION; *CAREER PLANNING; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; GUIDANCE COUNSELING
IDENTIFIERS - DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

ABSTRACT - DOCUMENTING THE RESULTS OF EVALUATING ACTIVITIES DURING THE 1973-1974 SCHOOL YEAR OF A CAREER EDUCATION PROGRAM IN THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT, THIS REPORT PROVIDES A BASIS FOR DECISION MAKING REGARDING FUTURE CAREER EDUCATION ACTIVITIES IN THE SCHOOLS. THE PROGRAM OFFERS CAREER AWARENESS ACTIVITIES IN THE EARLY GRADES, CAREER EXPLORATION IN THE MIDDLE YEARS, AND VOCATIONAL EDUCATION IN THE LATER SECONDARY GRADES. IN IMPLEMENTING THE PROGRAM, SPECIAL EMPHASIS IS PLACED ON STAFF DEVELOPMENT, DEVELOPMENT OF CAREER MATERIALS, AND THE USE OF A RESOURCE SPECIALIST FOR VARIOUS FACILITATING RESPONSIBILITIES OF THE PROGRAM. EVALUATION RESULTS ARE PRESENTED FROM 12 COMPONENTS OF THE PROGRAM. FOUR COMPONENTS CONCERN DIFFERENT GROUP LEVELS OF THE 12 GRADES AND THE OTHER EIGHT COMPONENTS FOCUS ON THE HANDICAPPED, SCHOOL DROPOUTS, GUIDANCE SERVICES, JOB PLACEMENT, YOUTH ORGANIZATIONS, STAFF DEVELOPMENT, PUBLIC INFORMATION, AND POSTSECONDARY CAREER TRAINING. RECOMMENDATIONS CONCERN EVALUATION CONSIDERATIONS FOR FUTURE YEARS. (MU)

VT 101 316
BRAATEN, LARRY; WATSON, FRANCES
SEMIANNUAL REPORT ON STATE RESEARCH COORDINATING UNIT ACTIVITIES FOR THE PERIOD JULY 1, 1973-DECEMBER 31, 1973.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 129P.

DESCRIPTORS - *RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH

ABSTRACT - THIS REPORT SUMMARIZES THE RESEARCH ACTIVITIES OF STATE RESEARCH COORDINATING UNITS DURING THE FIRST HALF OF 1974 FISCAL YEAR. THE PURPOSE OF THE REPORT IS TO FACILITATE THE EXCHANGE OF INFORMATION AND REDUCE DUPLICATION OF EFFORT AMONG THE STATES BY PROVIDING AWARENESS OF THE RESEARCH AND DEVELOPMENT ACTIVITIES BY OTHER STATES. THIS IS THE EIGHTH IN A SERIES OF COMPILATIONS OF STATE SEMIANNUAL RESEARCH ACTIVITIES REPORTS. (MU)

VT 101 317
CHERDACK, ARTHUR
DEVELOPMENT OF AN AUDIO-VISUAL SELF-IDENTIFICATION MODEL FOR USE IN VOCATIONAL COUNSELING. FINAL REPORT.

EAST LOS ANGELES COLL., CALIF.
CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 62P.

DESCRIPTORS - *CAREER CHOICE; *COUNSELING PROGRAMS; COUNSELING EFFECTIVENESS; *VOCATIONAL COUNSELING; *COMPARATIVE ANALYSIS; *SELF EVALUATION; AUDIOVISUAL AIDS
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS PROJECT COMPARED AN INNOVATIVE CAREER COUNSELING MODEL, WHICH INVOLVED RELATING COUNSELEE SELF-IDENTIFICATION TO CAREER CHOICES, WITH THE TRADITIONAL CAREER COUNSELING MODEL. TWO GROUPS OF STUDENTS FROM HIGH SCHOOLS IN THE LOS ANGELES AREA PARTICIPATED IN THE STUDY. ONE GROUP UNDERWENT TRADITIONAL CAREER COUNSELING, INCLUDING A BATTERY OF TESTS, INTERVIEWS WITH A COUNSELOR TO DISCUSS CAREER PLANNING AND ACCESSIBILITY TO PRINTED MATERIALS ABOUT THE CHOSEN CAREER. IN ADDITION TO THESE PROCEDURES, THE SECOND GROUP VIEWED SPECIALLY DEVELOPED FILMS AND SLIDES AND USED A SELF-RATING FORM TO RELATE KNOWLEDGE GAINED ABOUT SELF TO KNOWLEDGE GAINED ABOUT CAREER. THE RESULTS INDICATE A MORE POSITIVE EVALUATION OF THE COUNSELING EXPERIENCE BY THE INNOVATIVE GROUP. IN ADDITION, STUDENTS OF MEXICAN-AMERICAN ANCESTRY RATED THE ENTIRE PROCEDURE AND ESPECIALLY THE USE OF AUDIOVISUAL MATERIALS TO BE PARTICULARLY VALUABLE. (AUTHOR/KH)

VT 101 318
MANPOWER PROJECTION MODEL: PHASE II PROJECT.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; CALIFORNIA STATE DEPT. OF HUMAN RESOURCES DEVELOPMENT, SACRAMENTO.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 254P.

DESCRIPTORS - *EMPLOYMENT PROJECTIONS; *MANPOWER NEEDS; *DATA COLLECTION; CLASSIFICATION;

*MATRICES; *PROGRAM PLANNING
IDENTIFIERS - *CALIFORNIA

ABSTRACT - TO FULFILL THE INFORMATION REQUIREMENTS OF PLANNING OCCUPATIONAL EDUCATION PROGRAMS, THE MANPOWER PROJECTION MODEL WAS DEVELOPED, BASED ON ESTABLISHED DATA COLLECTING AND OCCUPATIONAL CLASSIFICATION SYSTEMS. IN THE FIRST PHASE, THE PROJECT WAS CONCERNED MAINLY WITH THE DEVELOPMENT OF THE "EARLY WARNING" INDUSTRY-OCCUPATIONAL MATRICES, SO CALLED BECAUSE THEY PROVIDED A COMPREHENSIVE OVERVIEW OF CURRENT AND PROJECTED CHANGES IN THE LOCAL LABOR MARKET. PHASE II OF THE PROJECT, WHICH IS DETAILED IN THIS REPORT, FURTHER DEVELOPED THESE MATRICES BY EXPANDING THEIR DATA BASE AND LOCALIZING THE OCCUPATIONAL COEFFICIENTS. SIMULTANEOUSLY, AN IN-SERVICE WORKSHOP WAS DESIGNED TO DISSEMINATE INFORMATION AND ILLUSTRATE APPLICATIONS OF THE I-O MATRICES. AN EVALUATION OF THE PHASE II OPERATION POINTS TO MARKED SUCCESS IN REGARD TO THE MAIN GOALS OF THE PROJECT. VARIOUS WORKSHOP MATERIALS, TRAINING FORMS, AND ADDITIONAL RELATED STUDIES ARE APPENDED. (KH)

VT 101 319
DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED. FINAL REPORT.

CHABOT COLL., HAYWARD, CALIF.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 247P.

DESCRIPTORS - *RESOURCE GUIDES; MATERIAL DEVELOPMENT; *HANDICAPPED STUDENTS; *GUIDANCE COUNSELING; CAREER PLANNING; CAREER OPPORTUNITIES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TWOFOLD: (1) TO DEVELOP A RESOURCE HANDBOOK FOR HIGH SCHOOL AND COLLEGE COUNSELORS WHO GUIDE THE HANDICAPPED STUDENT IN SELECTING A CAREER, AND (2) TO PRODUCE GUIDELINES FOR THE DEVELOPMENT OF SUCH A RESOURCE TOOL. THE FORMAT AND CONTENT OF THE HANDBOOK WAS DEVELOPED BY TWO ADVISORY COMMITTEES, ONE COMPOSED OF HIGH SCHOOL AND COMMUNITY COLLEGE COUNSELORS, AND THE OTHER A GROUP OF HANDICAPPED STUDENTS. ONCE THE BASIC DESIGN OF THE HANDBOOK WAS DECIDED, THE COUNSELORS' ADVISORY COMMITTEE ORGANIZED INTO SUBCOMMITTEES WHICH PURSUED THE RESEARCH INTO THE AVAILABLE COMMUNITY AND OTHER RESOURCE MATERIALS IN ORDER TO ASSEMBLE THEIR ASSIGNED SECTIONS. FURTHER INFORMATION ON THE ACTUAL CONTENT OF VARIOUS ADVISORY COMMITTEE MEETINGS IS CONTAINED IN THE APPENDIX TO THIS REPORT. FOLLOWING COMPLETION OF THE FIRST DRAFT OF THE RESOURCE HANDBOOK, COPIES WERE MAILED TO EACH ADVISORY COMMITTEE MEMBER AS WELL AS OTHER APPROPRIATE INDIVIDUALS IN RELATED PUBLIC AGENCIES. THE HANDBOOK WAS REVISED ACCORDING TO THEIR REVIEWS. (KH)

VT 101 320
FIELD TEST OF A COMPUTER BASED MANPOWER PROJECTION SYSTEM. A JOB MARKET SYSTEM FOR VOCATIONAL EDUCATION.

SACRAMENTO COUNTY OFFICE OF EDUCATION, CALIF.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 138P.

DESCRIPTORS - *COMPUTER PROGRAMS; *MODELS; DATA COLLECTION; *RESEARCH SKILLS; RESEARCH UTILIZATION; *VOCATIONAL EDUCATION; *PROGRAM PLANNING
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS PROJECT WAS DESIGNED TO TEACH VOCATIONAL EDUCATORS IN SACRAMENTO COUNTY DATA ANALYSIS AND RESEARCH TECHNIQUES TO EQUIP THEM TO MAKE SOUNDER PLANNING DECISIONS ABOUT VOCATIONAL PROGRAMS. A SPECIAL MARK SENSE CARD WAS DESIGNED TO GATHER STUDENT NEEDS INFORMATION AND VARIOUS OTHER COMPUTER TAPES AND PRINT OUTS WERE USED IN THE COMPLETE PROGRAM. THREE SEMINARS WERE CONDUCTED TO ACQUAINT PARTICIPANTS WITH THE PARAMETERS OF THE COMPUTER MODEL AND TO ESTABLISH AN UNDERSTANDING OF THE DATA BASE. THE PARTICIPANTS PUT THEIR NEW RESEARCH SKILLS TO WORK BY COLLECTING DATA FOR THEIR RESPECTIVE PROGRAMS, UNDER THE PERIODIC GUIDANCE OF THE PROJECT COORDINATOR. AFTER THE EVALUATION DATA WERE PROCESSED BY THE COMPUTER PROGRAM THE RESULTS WERE ANALYZED BY THE PROJECT PARTICIPANTS. WHEN ADMINISTERED A POST TEST, THE PARTICIPANTS DEMONSTRATED SIGNIFICANT GAINS IN KNOWLEDGE ABOUT MANPOWER PROJECTION AND OTHER EVALUATION PROCEDURES IN VOCATIONAL EDUCATION. (KH)

VT 101 321
VOCATIONAL INFORMATION SYSTEM MODEL. FINAL PROJECT REPORT.

CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE

CHANCELLOR.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 85P.

DESCRIPTORS - *INFORMATION SYSTEMS; *PROGRAM EVALUATION; *COMMUNITY COLLEGES; *VOCATIONAL EDUCATION; INFORMATION NEEDS; OCCUPATIONAL INFORMATION

ABSTRACT - THE AIM OF THIS PROJECT WAS TO INVENTORY, REVIEW AND ANALYZE THE EXISTING OCCUPATIONAL INFORMATION SYSTEM WITHIN THE OFFICE OF THE CHANCELLOR OF THE CALIFORNIA COMMUNITY COLLEGES AND DETERMINE IF IT WAS APPROPRIATE TO THE EXPECTED FUNCTIONS AND SERVICES REQUIRED. A SERIES OF STAFF INTERVIEWS WAS CONDUCTED TO IDENTIFY SPECIFIC INFORMATION AND ITEMS AND TO REVIEW THE PRESENT INFORMATION REPORTING SYSTEM. SECONDLY, A PANEL OF OCCUPATIONAL EDUCATION EXPERTS REVIEWED THE PRESENT INFORMATION SYSTEM AND SET FORTH A SERIES OF RECOMMENDATIONS FOR REVISION OF THE SYSTEM. RECOMMENDATIONS INCLUDED: ELIMINATION OF EXISTING REPORTS, ADDITIONS OF NEW INFORMATION REQUIREMENTS, AND MODIFICATIONS OF REPORTING SCHEDULES. FINALLY, WHERE APPROPRIATE OR POSSIBLE, THE RECOMMENDATIONS WERE IMPLEMENTED. IN GENERAL, THE FINDINGS OF THE PROJECT INDICATE THAT THE EXISTING REPORTING SYSTEM WAS HIGHLY GEARED TO FEDERAL REQUIREMENTS AND EXTENSIVE REVISION WAS NECESSARY TO PROVIDE RELEVANT INFORMATION ON THE LOCAL AND STATE LEVELS. (KB)

VT 101 322
NIXON, BERT W.
BINGHAM COUNTY DEVELOPMENTAL CAREER EDUCATION EMPHASIZING CAREER AWARENESS, ORIENTATION, EXPLORATION, AND PREPARATION FOR THE WORLD OF WORK. INTERIM REPORT.

SNAKE RIVER SCHOOL DISTRICT 52, BLACKFOOT, IDAHO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5300
PUB DATE - 31JUL74 216P.

DESCRIPTORS - *CAREER EDUCATION; *FEASIBILITY STUDIES; TEACHER WORKSHOPS; CAREER PLANNING; INFORMATION CENTERS; RESOURCE CENTERS; SCHOOL COMMUNITY COOPERATION; COLLEGE HIGH SCHOOL COOPERATION; SPECIAL EDUCATION

ABSTRACT - THIS INTERIM REPORT, COVERING THE PERIOD FROM JUNE 1973 TO JULY 1974, RELATES THAT THE ACCOMPLISHMENTS OF THE PROJECT INCLUDED IN A 3-WEEK TEACHER WORKSHOP IN WHICH THE PHILOSOPHY AND GOALS OF CAREER EDUCATION WERE EXPLAINED AND UNITS EMPHASIZING THE CAREER AWARENESS, ORIENTATION, AND EXPLORATION CONCEPTS WERE DEVELOPED. THESE UNITS WERE THEN TAUGHT DURING THE YEAR AND MODIFIED IN A FOLLOW-UP WORKSHOP. THE GUIDANCE COMPONENT OF THE PROJECT WAS CONCENTRATED AT THE HIGH SCHOOL LEVEL AND WAS INTEGRAL WITH THE OPERATION OF THE MOBILE CAREER INFORMATION CENTER DESIGNATED PACE, PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION. AN EXTENSIVE FEASIBILITY STUDY TO DETERMINE THE PRACTICALITY OF ESTABLISHING A CENTRALLY LOCATED SKILL-TRAINING FACILITY WHICH WOULD ACCOMMODATE STUDENTS FROM FIVE SCHOOL DISTRICTS WAS COMPLETED, AND COOPERATIVE EFFORTS WERE BEGUN INVOLVING THE CAREER EDUCATION PROGRAMS, THE BLACKFOOT COMMERCIAL COMMUNITY, THE HIGH SCHOOL, THE POSTSECONDARY VOCATIONAL/TECHNICAL SCHOOL, AND THE PROGRAM FOR EXCEPTIONAL CHILDREN. THE THIRD PARTY EVALUATION TEAM RECOMMENDED IDENTIFYING THE ROLE OF THE BUILDING PRINCIPAL IN THE PROGRESS OF THE PROGRAMS AND PROVIDING ADEQUATE FOLLOW-UP SERVICES TO BUILD UPON MOTIVATION CREATED DURING THE SUMMER WORKSHOPS. APPENDICES INCLUDE THE RESULTS OF REPORTS WRITTEN AND QUESTIONNAIRES ADMINISTERED DURING THE STUDY. (AUTHOR/LJ)

VT 101 323
ANCHORAGE BOROUGH EXEMPLARY CAREER EDUCATION PROJECT. INTERIM REPORT.

ANCHORAGE BOROUGH SCHOOL DISTRICT, ALASKA.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5299
PUB DATE - 31JUL74 608P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL COUNSELING; *OCCUPATIONAL GUIDANCE; *CURRICULUM DEVELOPMENT; GUIDANCE COUNSELING; POST SECONDARY EDUCATION
IDENTIFIERS - ALASKA

ABSTRACT - REPORTED IN THIS INTERIM REPORT WHICH COVERS JUNE 1973 TO JULY 1974 IS THE PROGRESS OF THE CAREER DEVELOPMENT EDUCATION PROGRAM IN ANCHORAGE, ALASKA. SIXTEEN SCHOOLS RANGING FROM THE KINDERGARTEN TO THE COMMUNITY COLLEGE LEVEL HAVE PARTICIPATED FOR ONE YEAR IN ACTIVITIES SUCH AS CONDUCTING INSERVICE WORKSHOPS, DEVELOPING SAMPLE CURRICULUM UNITS, ESTABLISHING CAREER GUIDANCE AND COUNSELING PROGRAMS, AND FUNDING MINI-GRANTS. THE THIRD-PARTY EVALUATION JUDGED THE FIRST YEAR AS REPRESENTING AN AUSPICIOUS AND

PROMISING BEGINNING. A BIBLIOGRAPHY FOLLOWS THE BODY OF THE REPORT AND SAMPLE CURRICULUM UNITS, A COMMUNITY RESOURCE INVENTORY, AND FORMS USED DURING THE YEAR ARE APPENDED. (LJ)

VT 101 324
FARMER, JAMES A., JR., AND OTHERS
THE REPORT ON THE CHARTERING PROCESS.

COAST COMMUNITY COLL. DISTRICT, COSTA MESA, CALIF.
CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 180P.

DESCRIPTORS - *MANAGEMENT SYSTEMS; *COMMUNICATIONS; ADMINISTRATOR EDUCATION; *VOCATIONAL EDUCATION; INTERINSTITUTIONAL COOPERATION; *SUPERVISORY TRAINING
IDENTIFIERS - *CALIFORNIA

ABSTRACT - TO STUDY THE USE OF THE CHARTERING PROCESS AS A POTENTIAL MANAGEMENT AND COMMUNICATIONS TOOL BY WHICH VOCATIONAL EDUCATION COULD IMPROVE ITS EFFECTIVENESS AND FURNISH EVIDENCE OF ITS ACCOMPLISHMENTS, INTERVIEWS WERE CONDUCTED WITH LOCAL, STATE, AND FEDERAL VOCATIONAL ADMINISTRATORS SEEKING THEIR PERCEPTIONS OF THE PROCESS. FIELD TESTS OF THE CHARTERING PROCESS WERE THEN CONDUCTED WITH A GROUP OF ADMINISTRATORS WHO RECEIVED WORKSHOP TRAINING. THROUGH THE USE OF A QUESTIONNAIRE AND FOLLOWUP FIELD INTERVIEWS, DATA WAS COLLECTED CONCERNING THE PARTICIPANTS' PERCEPTIONS OF THE COST-BENEFIT OF THE CHARTERING PROCESS. ANALYSIS OF DATA INDICATES THAT MOST PARTICIPANTS VIEWED THE PROCESS AS BENEFICIAL TO THEM AS ADMINISTRATORS AND VIEWED THE TIME FOR TRAINING AS THE PRIMARY COST. A COMPLETE DESCRIPTION OF THE CHARTERING PROCESS AND RECOMMENDATIONS FOR ITS FURTHER USE ARE PRESENTED IN THE REPORT. (AUTHOR/KH)

VT 101 325
FARMER, JAMES A., JR., AND OTHERS
INSTRUCTION MANUAL ON THE CHARTERING PROCESS.

COAST COMMUNITY COLL. DISTRICT, COSTA MESA, CALIF.
CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SERVICES.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 49P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *MANUALS; *MANAGEMENT SYSTEMS; *ADMINISTRATOR EDUCATION; INSERVICE EDUCATION; *VOCATIONAL EDUCATION

ABSTRACT - DESIGNED FOR ADMINISTRATIVE PERSONNEL IN VOCATIONAL EDUCATION, THIS INSTRUCTION MANUAL TEACHES CHARTERING, A MANAGEMENT PROCESS OF IDENTIFYING AND ORGANIZING CRITICAL ISSUES AND EVALUATING THE WORTH OF PAST ACCOMPLISHMENTS. TRAINING IN THE CHARTERING PROCESS IS PLANNED AS A WORKSHOP EXPERIENCE OF 6-12 HOURS, AND IS DIVIDED INTO FIVE SECTIONS, EACH DESIGNED SO THAT IT CAN BE TAUGHT SEPARATELY. EACH OF THESE SECTIONS PROVIDES DEFINITION OF TERMS, OBJECTIVES, SPECIAL NOTES TO THE INSTRUCTOR, SAMPLE WORKSHEETS FOR THE STUDENT, AND AN OUTLINE OF ACTIVITIES FOR THAT SESSION. HANDOUTS AND VISUAL MATERIALS ARE DESCRIBED IN THE MANUAL FOR USE BY THE INSTRUCTOR. (KH)

VT 101 326
PROFILES OF COMMUNITY COLLEGE STUDENTS IN CAREER PROGRAMS FOR USE IN OCCUPATIONAL COUNSELING. FINAL REPORT.

CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 25JAN74 78P.

DESCRIPTORS - *COMMUNITY COLLEGES; *PROFILE EVALUATION; *INFORMATION NEEDS; VOCATIONAL EDUCATION; *HANDICAPPED STUDENTS; *VOCATIONAL COUNSELING; FIELD STUDIES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THE PURPOSE OF THIS PILOT STUDY WAS TWOFOLD: (1) TO DEVELOP A MODEL SPECIFYING THE INFORMATION NEEDED BY COMMUNITY COLLEGE COUNSELORS AND ADMINISTRATORS REGARDING VOCATIONAL STUDENTS IN ORDER TO PERFORM THEIR ROLES MORE EFFECTIVELY, AND (2) TO DEVELOP A PROFILE CHARACTERIZING VOCATIONAL STUDENTS, WITH SPECIAL EMPHASIS ON THE DISADVANTAGED AND OTHERWISE HANDICAPPED. THE MODEL, DEVELOPED FROM INTERVIEWS WITH STAFF MEMBERS AT SIX COMMUNITY COLLEGES, SERVED AS THE BASIS FOR A QUESTIONNAIRE ADMINISTERED TO 2,127 OCCUPATIONAL STUDENTS. A COMPUTER ANALYSIS OF THE RESULTS REVEALED THE FOLLOWING SELECTED FINDINGS: (1) 70 PERCENT ARE WHITE, (2) 53 PERCENT REPORT CAREER PLANNING THEIR GREATEST

COUNSELING NEED, (3) 7.8 PERCENT REPORT A PHYSICAL OR EMOTIONAL HANDICAP, AND (4) 50 PERCENT CITE BARRIERS TO THE ACHIEVEMENT OF THEIR EDUCATIONAL GOALS. THE FEASIBILITY OF A STATEWIDE INFORMATION SYSTEM BASED ON THE PROFILE IS DISCUSSED AS ARE THE POSSIBLE ADVANTAGES OF THE MODEL IN VOCATIONAL PROGRAMS. THE ACTUAL QUESTIONNAIRE USED IN THE STUDY AND DETAILED STATISTICAL RESULTS ARE APPENDED. (AUTHOR/KH)

VT 101 327
OCCUPATIONAL COGNIZANCE IN CALIFORNIA SCHOOLS.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 43P.

DESCRIPTORS - *COMPARATIVE ANALYSIS; *KNOWLEDGE LEVEL; *STATE SURVEYS; *CAREER EDUCATION; COMPARATIVE TESTING; ELEMENTARY SCHOOL STUDENTS; SECONDARY SCHOOL STUDENTS
IDENTIFIERS - *CALIFORNIA

ABSTRACT - TO DETERMINE CALIFORNIA STUDENTS' LEVEL OF FAMILIARITY WITH OCCUPATIONS, THE TEST PERFORMANCE OF A STATEWIDE SAMPLE OF FOURTH-, EIGHTH-, AND ELEVENTH-GRADE STUDENTS WAS COMPARED TO A SAMPLE OF STUDENTS IN CAREER EDUCATION PROJECTS AND TO AN EARLIER (1970) SIX-STATE SAMPLE. MATRIX SAMPLING OF BOTH TEST QUESTIONS AND STUDENTS WERE USED IN THE STUDY. DESPITE A POOR RATE OF RETURN ON THE CALIFORNIA TESTS, THE FOLLOWING GENERAL CONCLUSIONS WERE APPARENT: (1) CALIFORNIA SCHOOLS GENERALLY APPEAR TO BE SLIGHTLY BEHIND SCHOOLS IN THE SIX-STATE SAMPLE IN PROVIDING THEIR PUPILS WITH A KNOWLEDGE OF OCCUPATIONS, (2) CALIFORNIA APPEARS TO DROP FURTHER BEHIND AT THE ELEVENTH GRADE LEVEL, AND (3) IN CALIFORNIA, BILINGUAL, MINORITY, AND RURAL PUPILS, AND SOMEWHAT SURPRISINGLY, STUDENTS FROM HIGH-INCOME FAMILIES APPEAR TO HAVE THE LEAST FAMILIARITY WITH OCCUPATIONS. (AUTHOR/KH)

VT 101 328
THE ESTABLISHMENT OF AN INSTRUCTIONAL MATERIALS DISSEMINATION PROCESS SERVING THE DIVISION OF OCCUPATIONAL EDUCATION.

NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. OCCUPATIONAL RESEARCH UNIT.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 7P.

DESCRIPTORS - *INFORMATION DISSEMINATION; *INSTRUCTIONAL MATERIALS CENTERS; DEMONSTRATION CENTERS; *INSTRUCTIONAL MATERIALS; *INFORMATION SYSTEMS
IDENTIFIERS - *NORTH CAROLINA

ABSTRACT - THIS REPORT DESCRIBES A PROJECT WHICH PROVIDES A SYSTEMATIC EFFORT OF LOCATING, SECURING, ANALYZING, AND DISTRIBUTING CURRICULUM MATERIALS TO PRACTITIONERS OF INDIVIDUALIZED INSTRUCTION IN THE TEACHING FIELD. THE DISSEMINATION OF INSTRUCTIONAL MATERIALS CONCENTRATED INITIALLY ON 16 SCHOOLS, WHERE TEAMS OF TEACHERS WERE TRAINED TO IMPLEMENT INDIVIDUALIZED INSTRUCTION. THESE SCHOOLS WERE DESIGNATED AS DEMONSTRATION SITES WHERE TEACHERS FROM OTHER SCHOOLS COULD OBSERVE INSTRUCTION AND INSPECT MATERIALS. THE MATERIALS ARE LOCATED, REVIEWED AND REPRODUCED AT A CENTRAL INSTRUCTIONAL MATERIALS CENTER (IMC) FROM WHICH THEY ARE SENT TO THE 16 PILOT SCHOOLS FOR USE AND DISPLAY. RECOMMENDATIONS INCLUDE THE FOLLOWING: (1) MORE EMPHASIS ON TEACHER-PREPARED AS OPPOSED TO COMMERCIALLY-PREPARED MATERIALS, AND (2) CATALOGUING OF ALL MATERIALS FOR MAXIMUM ACCESSIBILITY. (KH)

VT 101 329
INDIVIDUALIZED INSTRUCTION IN OCCUPATIONAL EDUCATION (THE SANFORD PROJECT).

SANFORD CENTRAL HIGH SCHOOL, N.C.
NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. OCCUPATIONAL RESEARCH UNIT.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 123P.

DESCRIPTORS - PROGRAMED MATERIALS; *INDIVIDUALIZED INSTRUCTION; *INDIVIDUALIZED CURRICULUM; OCCUPATIONAL INFORMATION; *INSTRUCTIONAL SYSTEMS; FLEXIBLE SCHEDULING; *PROGRAM DEVELOPMENT; *VOCATIONAL EDUCATION
IDENTIFIERS - *NORTH CAROLINA

ABSTRACT - THE GOAL OF THIS PROJECT WAS TO DESIGN A HIGH SCHOOL OCCUPATIONAL CURRICULUM SO THAT STUDENTS WOULD HAVE FLEXIBILITY IN SCHEDULING AND SEQUENCING THE INSTRUCTIONAL MODULES NECESSARY TO PREPARE THEM FOR THEIR CAREER OBJECTIVES. FOUR MECHANISMS FOR INDIVIDUALIZING INSTRUCTION WERE EMPLOYED IN THE PROJECT: MINI-COURSES, AUTOMATED INSTRUCTION, LEARNING ACTIVITY PACKAGES, AND TASK PACKAGES, WHICH

SERVED AS THE PRIMARY INSTRUCTIONAL METHOD. INSTRUCTIONAL PROGRAMS WERE DEVELOPED FOR TYPING, DISTRIBUTIVE EDUCATION, MASONRY, CARPENTRY, METALS, AND DRAFTING AND WERE IMPLEMENTED IN 16 SCHOOLS DESIGNATED AS DEMONSTRATION SITES. GENERAL CONCLUSIONS AFTER EVALUATION OF THE PROJECT INDICATE THAT AN INDIVIDUALIZED INSTRUCTION SYSTEM, IF PROPERLY DESIGNED, IS OF BENEFIT TO MOST STUDENTS AND THAT THE INCREASED COST OF FUNDING SUCH A PROGRAM IS JUSTIFIED. EXAMPLES OF STUDENT TASK PACKAGES, FORMS AND CHARTS USED THROUGHOUT THE PROJECT ARE INCLUDED IN THE APPENDICES. (KH)

VT 101 330
CAREER EDUCATION PROGRAM IN EAST PROVIDENCE, RHODE ISLAND. FINAL REPORT.

EAST PROVIDENCE SCHOOL DEPT., R.I

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 27P.

DESCRIPTORS - *CAREER EDUCATION; *SCHOOL COMMUNITY PROGRAMS; SCHOOL COMMUNITY COOPERATION; *COMMUNITY RESOURCES; *FIELD TRIPS; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *EAST PROVIDENCE SCHOOLS

ABSTRACT - THIS FINAL REPORT OF THE EAST PROVIDENCE CAREER EDUCATION PROGRAM LISTS STATISTICS THAT SHOW THE EXTENT TO WHICH STUDENT AND TEACHER PARTICIPANTS HAVE BEEN INVOLVED IN THE BUSINESS-INDUSTRIAL COMMUNITY DURING THE PROGRAM YEAR. CAREER KNOWLEDGE AND APTITUDE TESTS WERE ADMINISTERED PRIMARILY TO PROVIDE THE RAW DATA NECESSARY FOR PROJECT EVALUATION AND FOR THE EVALUATION OF STUDENT OCCUPATIONAL CHOICE. STUDENT FIELD TRIPS TO VARIOUS BUSINESS, ON-SITE OBSERVATIONS BY PROJECT EVALUATORS AND A CAREERS DAY, IN WHICH 60 OCCUPATIONAL REPRESENTATIVES VISITED THE HIGH SCHOOL, WERE HIGHLIGHTS OF THE PROGRAM. (AUTHOR/KH)

VT 101 331
MCKINNEY, WILLIAM LYNN
A DEVELOPMENTAL PROGRAM FOR PREPARING ALL STUDENTS FOR THE WORLD OF WORK. FINAL REPORT.

RHODE ISLAND UNIV., KINGSTON. CURRICULUM RESEARCH AND DEVELOPMENT CENTER.; DUTEMPLE ELEMENTARY SCHOOL, CRANSTON, R.I.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 15JUN74 22P.

DESCRIPTORS - ELEMENTARY GRADES; *TEST RESULTS; *CAREER EDUCATION; *POST TESTING; *DATA COLLECTION

ABSTRACT - THIS REPORT FOCUSES PRIMARILY ON TEST DATA FROM A CAREER AWARENESS PROGRAM AT A RHODE ISLAND ELEMENTARY SCHOOL. IN THE FIRST SECTION OF THE REPORT, THE BEHAVIORAL OBJECTIVES ARE PRESENTED GRADE-BY-GRADE, ACCOMPANIED BY A TABLE NOTING THE NUMBER OF TEST SCORES AND THE MEAN, RANGE, AND MODE FOR BOTH PRE AND POST TESTS. THE SECOND SECTION SUMMARIZES DATA FROM A QUESTIONNAIRE DISTRIBUTED TO THE PROJECT STAFF. QUESTIONNAIRE DATA, TESTING DATA, AND OBSERVATIONS OF THE EVALUATOR ARE USED AS A BASIS FOR MAKING THE RECOMMENDATIONS WHICH APPEAR IN THE FIRST TWO SECTIONS. TWO OF THE MOST IMPORTANT RECOMMENDATIONS WERE: (1) ESTABLISHMENT OF A MONITORING SYSTEM TO ALERT THE STAFF TO STUDENTS WHO ARE NOT PROGRESSING SATISFACTORILY, AND (2) FORMULATION OF A POLICY FOR DEALING WITH STUDENTS WHO SCORE BELOW THE ACCEPTABLE LEVEL ON THE POST TEST. THE THIRD SECTION OF THE REPORT CONTAINS PHOTOGRAPHS OF PROJECT ACTIVITIES. (AUTHOR/KH)

VT 101 332
RILEY, PETER
ELEMENTARY CRAFTS PROGRAM (FORMERLY OTHER LADDERS). FINAL REPORT.

HUSE MEMORIAL SCHOOL, BATH, MAINE

MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 10P.

DESCRIPTORS - *ELEMENTARY GRADES; LEARNING ACTIVITIES; *CREATIVE EXPRESSION; *SUCCESS FACTORS; *ACADEMICALLY HANDICAPPED; *HANDICRAFTS

ABSTRACT - TO PROVIDE SUCCESS EXPERIENCES FOR CHRONICALLY FAILING CHILDREN, A PROGRAM WAS DESIGNED TO OFFER OPPORTUNITIES IN THE AREAS OF WOODWORKING, CLOTH CRAFTS, PHOTOGRAPHY AND CLAY MODELING. THE 35 CHILDREN INVOLVED WERE BETWEEN THE AGES OF 10 AND 13 AND AT LEAST TWO THIRDS OF THE GROUP WERE DRAWN FROM SPECIAL EDUCATION CLASSES. ALL ACTIVITIES, USING READILY AVAILABLE MATERIALS, WERE STRUCTURED AND PROGRAMMED TO

INSURE THE CHILD'S SUCCESS IN ADVANCE. CONCLUSIONS OF THE PROJECT WERE: (1) THAT A VERY STRUCTURED TEACHING APPROACH WORKS WELL WITH THE ACADEMICALLY DEFICIENT CHILD, (2) THAT THERE IS A CLEAR NEED FOR A MUCH BROADER ACTIVITY PROGRAM, AND (3) THAT THIS WORKABLE TYPE OF PRE-VOCATIONAL EXPERIENCE SHOULD BE OFFERED TO EVERY CHILD. (KH)

VT 101 333
MANPOWER PROFILE OF DOLE AND DEL MONTE EMPLOYEES ON MOLOKAI.

MOLOKAI TASK FORCE, HAWAII. MANPOWER AND TRAINING SUB-COMMITTEE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP73 25P.

DESCRIPTORS - *MANPOWER NEEDS; *PROFILE EVALUATION; *OCCUPATIONAL SURVEYS; *EMPLOYEES; *CAREER OPPORTUNITIES; VOCATIONAL RETRAINING
IDENTIFIERS - *HAWAII

ABSTRACT - TO DETERMINE MANPOWER AND TRAINING NEEDS OF PINEAPPLE COMPANY EMPLOYEES ON MOLOKAI AND TO PROVIDE RETRAINING OPPORTUNITIES FOR THEIR FUTURE EMPLOYMENT AS THE PINEAPPLE INDUSTRY IS PHASED OUT IN THE AREA, A SURVEY WAS CONDUCTED ON A TARGET GROUP OF APPROXIMATELY 1,600 EMPLOYEES. THE RESULTING PROFILE INDICATED THE FOLLOWING: (1) THE TARGET GROUP IS COMPOSED OF YOUNG AND OLD WITH A SIGNIFICANT LACK OF PERSONS BETWEEN THE AGES OF 18 AND 45, (2) FILIPINOS CONSTITUTE THE LARGEST SINGLE ETHNIC GROUP, (3) 37 PERCENT SPEAK A LANGUAGE OTHER THAN ENGLISH, (4) A SIGNIFICANT NUMBER OF HOUSEHOLDS HAVE TOTAL ANNUAL INCOME OF LESS THAN $5,999, (5) THE EDUCATIONAL LEVEL OF THE TARGET GROUP IS QUITE LOW, AND (6) THE MAJORITY OF EMPLOYEES ARE UNSKILLED WORKERS. AMONG RECOMMENDATIONS PROPOSED BY THE SURVEY COMMITTEE ARE AN INCREASE IN TRAINING OPPORTUNITIES FOR TOURISM-RELATED OCCUPATIONS AND INITIATION OF APPRENTICESHIP CLASSES IN THE CONSTRUCTION TRADES. (KH)

VT 101 334
JOB NEEDS SURVEY MODEL FOR USE BY LOCAL EDUCATIONAL AGENCIES. FINAL REPORT.

INGLEWOOD UNIFIED SCHOOL DISTRICT, CALIF.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN73 13P.

DESCRIPTORS - *WORK EXPERIENCE PROGRAMS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL GUIDANCE; CAREER PLANNING; *HIGH SCHOOL STUDENTS; PART TIME JOBS; COMMUNITY SURVEYS; *OCCUPATIONAL SURVEYS
IDENTIFIERS - CALIFORNIA

ABSTRACT - THIS FINAL REPORT EXPLAINS THE METHOD BY WHICH A PROGRAM OF PART TIME WORK EXPERIENCE AND/OR COOPERATIVE EDUCATION FOR HIGH SCHOOL STUDENTS WAS IMPLEMENTED. THE APPENDIX IS COMPRISED OF A COPY OF THE JOB TRAINING STATION SURVEY FORM, THE BROCHURE USED TO PUBLICIZE THE PROGRAM, AND THE STUDENT-TEACHER-EMPLOYER OPINIONNAIRE. (LJ)

VT 101 335
MOORE, EDDIE ALBERT
PROFESSIONAL EDUCATION COMPETENCY NEEDS OF THREE GROUPS OF VOCATIONAL AGRICULTURE TEACHERS IN OHIO. FINAL REPORT.

OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 60P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE TEACHERS; *AGRICULTURAL EDUCATION; *SECONDARY SCHOOLS; *QUESTIONNAIRES
IDENTIFIERS - OHIO; *PROFESSIONAL EDUCATION COMPETENCIES

ABSTRACT - DESCRIBED IN THIS FINAL REPORT COVERING THE PERIOD FROM JULY 1973 TO AUGUST 1974 ARE THE RESULTS OF A STUDY TO DETERMINE THE EDUCATIONAL AND OCCUPATIONAL BACKGROUND, PERCEPTIONS OF THE RELATIVE IMPORTANCE OF CERTAIN PROFESSIONAL EDUCATION COMPETENCIES, AND PERCEPTIONS OF PROFICIENCY IN THESE COMPETENCIES BY THREE GROUPS OF OHIO TEACHERS. COMPRISING THE GROUPS WERE FOUR-YEAR COLLEGE AGRICULTURAL EDUCATION MAJORS, FOUR-YEAR COLLEGE TECHNICAL AGRICULTURE MAJORS, AND NON-COLLEGE GRADUATES RECRUITED FROM BUSINESS AND INDUSTRY. THE LATTER TWO GROUPS WERE CONSIDERED NON-PROFESSIONALLY TRAINED. APPENDIX A DESCRIBES THE RESULTS AND RECOMMENDATIONS OF THE STUDY WHILE APPENDIX B HAS THE INSTRUMENTS THAT WERE USED. A BIBLIOGRAPHY IS ALSO FURNISHED. (LJ)

VT 101 336
PRIORITY DETERMINATION FOR VOCATIONAL EDUCATION THROUGH A FORMAL NEEDS ASSESSMENT PROCESS. FINAL PROJECT REPORT.

SAN DIEGO COMMUNITY COLL. DISTRICT, CALIF.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 96P.

DESCRIPTORS - *EDUCATIONAL NEEDS; *EDUCATIONAL ADMINISTRATION; *COMMUNITY COLLEGES; *VOCATIONAL EDUCATION; *PROGRAM PLANNING; QUESTIONNAIRES; EDUCATIONAL OBJECTIVES
IDENTIFIERS - NEEDS ASSESSMENT; SAN DIEGO COMMUNITY COLLEGES

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TO DEVELOP AND *FIELD TEST* A SYSTEM FOR CONDUCTING FORMAL NEEDS ASSESSMENTS FOR VOCATIONAL EDUCATION IN CALIFORNIA COMMUNITY COLLEGES. NEEDS ARE DEFINED AS GAPS BETWEEN CURRENT OUTCOMES AND ACHIEVEMENTS AND (OR DESIRED) OUTCOMES AND ACHIEVEMENTS FOR LEARNERS, IMPLEMENTERS, AND THE COMMUNITY. NEEDS ASSESSMENT IS A FORMAL PROCESS WHICH DETERMINES ALL GAPS AND PLACES THEM IN ORDER OF PRIORITY. FORMAL NEEDS ASSESSMENT PROVIDES GOVERNING BOARDS AND EDUCATION AGENCIES WITH A VALID, OBJECTIVE PROCESS FOR DETERMINING PRIORITIES FOR VOCATIONAL EDUCATION.
QUESTIONNAIRES WERE DEVELOPED AND ADMINISTERED TO ASSESS EACH OF THE FOLLOWING GROUPS, THE COMMUNITY, EMPLOYERS, CURRENT STUDENTS, FORMER STUDENTS, INSTRUCTORS, COUNSELORS, AND ADMINISTRATORS. RECOMMENDATIONS WERE TO INCREASE PUBLIC RELATIONS IN ORDER TO DISPEL THE IMAGE OF THE COMMUNITY COLLEGE AS A LIBERAL ARTS INSTITUTION, HIRE BETTER INFORMED GUIDANCE COUNSELORS, PROVIDE TOP NOTCH PLACEMENT SERVICES, AND PERIODICALLY RETRAIN INSTRUCTORS. THE NEEDS ASSESSMENT MODEL USED DURING THE PROJECT IS PART OF THE REPORT AND THE QUESTIONNAIRES USED IN THE STUDY A LIST OF EMPLOYERS SURVEYED IN THE NEEDS ASSESSMENT TEST, AND RESULTS OF THE NEEDS ASSESSMENT COMPRISE THE APPENDIXES. (AUTHOR/LJ)

VT 101 337
THE DEVELOPMENT OF A MODEL COMMUNITY EVALUATION CENTER FOR THE DISADVANTAGED AND HANDICAPPED.

HALIFAX COUNTY TECHNICAL INST., WELDON, N.C.
NORTH CAROLINA STATE DEPT. OF PUBLIC EDUCATION, RALEIGH. OCCUPATIONAL RESEARCH UNIT.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30SEP73 148P.

DESCRIPTORS - *DISADVANTAGED GROUPS; *HANDICAPPED; *VOCATIONAL COUNSELING; *VOCATIONAL APTITUDE; *INSTRUCTIONAL MATERIALS; PSYCHOLOGICAL SERVICES; MANAGEMENT INFORMATION SYSTEMS; EVALUATION; WORKSHOPS; INSTITUTES (TRAINING PROGRAMS)
IDENTIFIERS - NORTH CAROLINA

ABSTRACT - AS THIS FINAL REPORT EXPLAINS THE OBJECTIVE OF THIS PROJECT WAS TO DEVELOP A MODEL FOR THE OCCUPATIONAL EVALUATION OF DISADVANTAGED AND HANDICAPPED PERSONS THAT WOULD BE CONSISTENT WITH THE OCCUPATIONAL PROGRAMS TYPICALLY OFFERED BY A TECHNICAL INSTITUTE. TO REACH THE OBJECTIVES, AN OCCUPATIONAL EVALUATION CENTER WAS ESTABLISHED TO PROVIDE OCCUPATIONAL EVALUATION OF SELECTED CLIENTS TO DETERMINE THEIR JOB INTERESTS. THE CENTER, WHICH IS STILL OPERATING, INTENDS TO PROVIDE MOTIVATION, RECRUITMENT OF ADDITIONAL TEACHERS AND POTENTIAL CLIENTS, PSYCHOLOGICAL SERVICES, AND TRAINING PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED AS WELL AS A MANAGEMENT INFORMATION SYSTEM FOR EFFECTIVE UTILIZATION OF THE INFORMATION GATHERED. THE REPORT CONTAINS THE FOLLOWING CHAPTERS: THE PROBLEM, METHODS AND PROCEDURES, RESULTS AND DISCUSSION, MODEL DEVELOPMENT, AND SUMMARY, CONCLUSIONS, AND IMPLICATIONS. THE APPENDIXES CONTAIN MOTIVATIONAL AND ATTITUDINAL TRAINING CURRICULUM MATERIALS. (LJ)

VT 101 338
REYES, JEFFREY GENE
CAREER EDUCATION OPINIONS OF CALIFORNIA ELEMENTARY SCHOOL TEACHERS.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 202P. ED.D. THESIS, CALIFORNIA UNIV., LOS ANGELES.

DESCRIPTORS - QUESTIONNAIRES; *TEACHER ATTITUDES; DOCTORAL THESES; *CAREER EDUCATION; *SURVEYS; *ELEMENTARY SCHOOL TEACHERS; FACTOR ANALYSIS; STATISTICAL ANALYSIS; BIBLIOGRAPHY
IDENTIFIERS - CALIFORNIA

ABSTRACT - TO DETERMINE IF CERTAIN TEACHER CHARACTERISTICS ARE MORE SUPPORTIVE OF CAREER EDUCATION PROGRAMS, THE AUTHOR OF THIS DOCTORAL DISSERTATION SURVEYED 601 CALIFORNIA ELEMENTARY SCHOOL TEACHERS. AN OPINIONNAIRE WAS USED TO COLLECT THE DATA WHICH WAS THEN SUBJECTED TO DATA ANALYSIS IN THE FORM OF FACTOR ANALYSIS AND T-TESTS. RECOMMENDATIONS ARE TO CONTINUE TO INFORM TEACHERS ABOUT

CAREER EDUCATION AND TO UTILIZE FEMALE TEACHERS OF THE LOWER GRADES (K-3), WHO WERE MOST SUPPORTIVE OF CAREER EDUCATION, TO PROMOTE ITS IMPLEMENTATION. CHAPTER TITLES INCLUDE INTRODUCTION, RELATED RESEARCH, PROCEDURE, DATA ANALYSIS, AND SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. REFERENCES AND A BIBLIOGRAPHY ARE PROVIDED AS WELL AS COPIES OF THE OPINIONNAIRE AND RELATED ITEMS USED IN CONDUCTING THE SURVEY. (LJ)

VT 101 339
INTRINSIC-EXTRINSIC MOTIVATION CONCEPTS AS APPLIED TO SELECTED VOCATIONAL INSTRUCTIONAL PROGRAMS. FINAL REPORT.

MOUNT SAN JACINTO COLL., GILMAN HOT SPRINGS, CALIF.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE ASSISTANT CHANCELLOR FOR VOCATIONAL EDUCATION.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RESEARCH COORDINATING UNIT.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 24P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *STUDENT MOTIVATION; *OCCUPATIONAL CHOICE
IDENTIFIERS - CALIFORNIA

ABSTRACT - TO INCREASE THE EFFECTIVENESS OF INDIVIDUAL LEARNING, RELATIONSHIPS BETWEEN MOTIVATIONAL CHARACTERISTICS AND INDIVIDUAL PERFORMANCE IN TWO SELECT VOCATIONAL CLASSES WERE STUDIED. THIS FINAL REPORT DESCRIBES THE PROJECT WHICH ASSESSED THE MOTIVATIONAL ORIENTATION OF STUDENTS, TEACHERS, AND INSTRUCTIONAL MATERIALS AS INTRINSIC OR EXTRINSIC. NO SIGNIFICANT RELATIONSHIPS BETWEEN THE SUBJECTS' PERFORMANCE AND THEIR MOTIVATIONAL ORIENTATION WAS SHOWN. RECOMMENDATIONS WERE TO STUDY A LARGER SAMPLE SIZE AND TO REFINE THE INSTRUMENTS USED SO THEY WOULD MEASURE ATTITUDES, ORIENTATIONS, AND CHARACTERISTICS MORE DISCRETELY. A BIBLIOGRAPHY AND APPENDIXES WITH OCCUPATIONAL PREFERENCE INVENTORIES USED IN THE STUDY ARE INCLUDED. (LJ)

VT 101 340
ASSESSMENT: THE IMPACT OF HUMAN POTENTIAL COUNSELING SERVICES ON PERSISTENCE OF HIGH RISK STUDENTS.

MENDOCINO COLL., CALIF. OFFICE OF STUDENT PERSONNEL SERVICES.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 27MAR74 13P.

DESCRIPTORS - *COMMUNITY COLLEGES; *STUDENT PERSONNEL SERVICES; *DROPOUT PREVENTION; *POTENTIAL DROPOUTS
IDENTIFIERS - CALIFORNIA

ABSTRACT - TO REDUCE THE ATTRITION RATE OF HIGH-RISK STUDENTS (THOSE WHO WITHDRAW DURING THEIR FIRST SEMESTER) IN THE VOCATIONAL EDUCATION PROGRAMS AT CALIFORNIA COMMUNITY COLLEGES, A PROJECT WAS INSTITUTED TO PROVIDE COUNSELING SERVICES TO THOSE IDENTIFIED AS POTENTIAL DROPOUTS. FRESHMEN STUDENTS AT MT. SAN JACINTO COLLEGE WERE DIVIDED INTO AN EXPERIMENTAL AND A CONTROL GROUP TO TEST THE EFFICACY OF THE NEW PROGRAM. THOSE IN THE EXPERIMENTAL GROUP WERE OFFERED A COMBINATION OF COUNSELING SERVICES WHILE THE CONTROL GROUP WAS LEFT TO PURSUE COURSE WORK WITHOUT TREATMENT. ONE NEW ELEMENT UNDER SCRUTINY WAS A HUMAN POTENTIAL SEMINAR CONDUCTED UNDER THE AUSPICES OF THE STUDENT PERSONNEL SERVICES OF THE COLLEGE WHICH EMPHASIZED POSITIVE INDIVIDUAL GROWTH AND IMPROVED STUDY HABITS. ALTHOUGH THE EXPERIMENTAL GROUP SUFFERED LESS ATTRITION, THE SAMPLE SIZE WAS TOO SMALL TO ALLOW FOR RELIABLE DATA ANALYSIS. (LJ)

VT 101 341
EXPERIENTIAL EDUCATIONAL ADMINISTRATION PROGRAM FOR LOCAL ADMINISTRATORS. INTERIM STATUS REPORT.

MANKATO STATE COLL., MINN. CENTER FOR VOCATIONAL COMPETENCY.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 01JUL74 14P.

DESCRIPTORS - *EDUCATIONAL ADMINISTRATION; *VOCATIONAL EDUCATION; *INTERNSHIP PROGRAMS; *PERFORMANCE BASED TEACHER EDUCATION; *GRADUATE STUDY; MASTERS DEGREES; SECONDARY SCHOOLS; POST SECONDARY SCHOOLS; TECHNICAL EDUCATION
IDENTIFIERS - MINNESOTA; MANKATO STATE COLLEGE

ABSTRACT - THIS INTERIM STATUS REPORT FOR THE PERIOD JUNE 1973 TO JULY 1974 DESCRIBES THE DEVELOPMENT OF A GRADUATE PROGRAM IN EDUCATIONAL ADMINISTRATION AT MANKATO STATE COLLEGE IN MINNESOTA. OVER 50 STUDENTS ARE INVOLVED IN THE PROGRAM WITH TWO

GRADUATES. THE APPENDIX CONTAINS A BROCHURE AND LEAFLET ANNOUNCING THE MANKATO STATE COLLEGE MASTER OF SCIENCE DEGREE PROGRAM IN VOCATIONAL ADMINISTRATION. (LJ)

VT 101 342
CHIODO, JOHN, JR.
EXEMPLARY VOCATIONAL CAREER RESOURCE CENTER. FINAL REPORT.

FARRELL AREA SCHOOL DISTRICT, PA.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 10JUL74 54P.

DESCRIPTORS - *GUIDANCE COUNSELING; *MIDDLE SCHOOLS; *CAREER EDUCATION; *RESOURCE CENTERS; *SELF CONCEPT
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THIS FINAL REPORT EXPLAINS HOW THE CONCEPT OF A CAREER RESOURCE CENTER WAS OPERATIONALIZED AT THE MIDDLE SCHOOL IN FARRELL AREA SCHOOL DISTRICT (PENNSYLVANIA) AND THE ENTHUSIASTIC RESPONSE IT RECEIVED FROM ADMINISTRATION, FACULTY, AND STUDENTS. EVENTUALLY, STUDENTS OF ALL FOUR GRADES (6-9) WERE INTRODUCED TO THE CENTER. THE NINTH GRADERS RECEIVED THE MOST EXTENSIVE ORIENTATION. A PROBLEM ENCOUNTERED WAS RELEASING STUDENTS FROM CLASS SO THEY COULD USE THE CENTER. THIS WAS RESOLVED BY INCLUDING TRIPS TO THE CENTER AS PART OF THE TEACHERS' LESSON PLANS FOR NEXT YEAR. APPENDIXES INCLUDE EVALUATION, COSTS AND VENDORS FOR EQUIPMENT AND MATERIALS; A PROGRESS REPORT FROM THE EARLY MONTHS OF THE PROJECT; AND MEASUREMENT INSTRUMENTS USED TO AID IN CAREER PLANNING AND DECISION MAKING. (LJ)

VT 101 343
BARRETT, HELEN ELIZABETH; PRETTYMAN, ROBERT C.
CAREER RESOURCE CENTER.

TOWANDA AREA MIDDLE SCHOOL, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUL74 23P.

DESCRIPTORS - *MIDDLE SCHOOLS; *GUIDANCE COUNSELING; *RESOURCE CENTERS; *CAREER EDUCATION; *SELF CONCEPT
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THIS DOCUMENT REPORTS PROGRESS MADE IN SETTING UP A CAREER RESOURCE CENTER IN THE TOWANDA (PENNSYLVANIA) AREA MIDDLE SCHOOL. THE CENTER IS LOCATED NEAR THE LIBRARY SO THAT THE SKILLS AND KNOWLEDGE OF THE LIBRARIAN COULD BE USED IN SELECTING AND ORGANIZING THE MATERIALS WHICH INCLUDE SLIDES, FILMSTRIPS, TAPES, BOOKS, AND OCCUPATIONAL KITS AND GAMES. THE PROJECT, SO FAR, FOCUSED ON ORGANIZATION AND ORIENTATION. ABOUT 50 PERCENT OF THE STUDENTS AND 70 PERCENT OF THE TEACHERS MADE USE OF THE CENTER. RECOMMENDATIONS ARE TO INCREASE BOTH PUBLICITY IN THE COMMUNITY AND COORDINATION WITH TEACHERS TO PROMOTE STUDENT USE. THE APPENDIXES INCLUDE EVALUATION, COSTS, AND VENDOR NAMES FOR MATERIALS AND EQUIPMENT. (LJ)

VT 101 344
JAMES, J. WESLEY
CAREER RESOURCE CENTER. FINAL REPORT.

CARLISLE AREA SCHOOL DISTRICT, PA

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 27JUN74 33P.

DESCRIPTORS - *CAREER EDUCATION; *RESOURCE CENTERS; *INTERMEDIATE GRADES; *GUIDANCE COUNSELING; *SELF CONCEPT; CAREER PLANNING; GRADE 9; GRADE 10
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THIS FINAL REPORT DESCRIBES THE CAREER RESOURCE CENTER ESTABLISHED IN AN INTERMEDIATE HIGH SCHOOL IN THE CARLISLE (PENNSYLVANIA) DISTRICT. AVAILABLE TO THE STUDENTS OF THE SCHOOL (GRADES 9 AND 10) IS AN AREA SUPPLIED WITH CAREER-RELATED MATERIALS SUCH AS PAMPHLETS, BOOKS, CATALOGUES, FILMSTRIPS, TAPES, MICROFILMS, GAMES, MAGAZINES, AND INTERVIEWS. THE CENTER IS AVAILABLE FOR STUDENT AND FACULTY USE DURING THE DAY AND IS ALSO USED TO ACCOMPANY A COUNSELOR-LED COURSE IN "SELF AND CAREER AWARENESS." IT IS RECOMMENDED THAT THE CENTER CONTINUE TO OPERATE IN THE FUTURE. APPENDIXES INCLUDE AN EVALUATION OF THE EQUIPMENT AND MATERIALS IN THE CENTER AS WELL AS MATERIALS SUCH AS STUDENT PASSES AND THE INDEX CARD REFERENCE FOR STUDENTS WHICH WERE USED IN OPERATING THE CENTER. (LJ)

VT 101 345
LECCE, ROBERT A.; TACKER, JOSEPH J.
CAREER RESOURCE CENTER. GRADES 9-

12. FINAL REPORT.

MONTOURSVILLE AREA SCHOOL DISTRICT, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 35P.

DESCRIPTORS - CAREER DEVELOPMENT; *GUIDANCE COUNSELING; *HIGH SCHOOL STUDENTS; *SELF CONCEPT; *CAREER EDUCATION; *RESOURCE CENTERS
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THE FINAL REPORT OF THE MONTOURSVILLE (PENNSYLVANIA) AREA SCHOOL DISTRICT DOCUMENTS THE ESTABLISHMENT OF A CAREER RESOURCE CENTER WITHIN THE LIBRARY OF THE HIGH SCHOOL. A MULTI-MEDIA APPROACH TO CAREER EXPLORATION, THE CENTER PROVIDES CAREER-RELATED MATERIALS INCLUDING FILMSTRIPS, TAPES, BOOKS, KITS, AND PAMPHLETS. THE FACULTY AND ALL GRADES WERE NOTIFIED OF THE EXISTENCE OF THE CENTER WITH GRADE 9 RECEIVING THE MOST EXTENSIVE ORIENTATION. ALSO INCLUDED IN THE PUBLIC RELATIONS EFFORT WAS THE COMMUNITY, POST SECONDARY INSTITUTIONS, AND THE MILITARY. THE CENTER WAS WELL RECEIVED BY BOTH FACULTY AND STUDENTS. THE REPORT MENTIONED THE NEED FOR COMPATIBLE STAFFING OF THE CENTER AND RECOMMENDED MORE SPACE NEARER THE COUNSELING AREA AS AN IMPROVEMENT TO BE CONSIDERED. THE APPENDIXES HAVE A LIST OF THE CENTER'S CONTENTS WITH AMOUNT OF USE, PUBLIC RELATIONS MATERIALS, AND SURVEY FORMS. (LJ)

VT 101 346
CENTRAL AREA SCHOOLS OCCUPATIONAL DEVELOPMENT PROGRAM. FINAL REPORT.

SEATTLE PUBLIC SCHOOLS, WASH.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-071-1171(361)
PUB DATE - JUN74 211P.

DESCRIPTORS - CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *CAREER OPPORTUNITIES; *SCHOOL COMMUNITY COOPERATION; OCCUPATIONAL CLUSTERS; *WORK EXPERIENCE; *INSTRUCTIONAL PROGRAMS
IDENTIFIERS - *SEATTLE

ABSTRACT - TO DETERMINE A PROGRAM OF OCCUPATIONAL SKILLS WHICH WOULD SERVE THE NEEDS OF YOUTH FROM GRADES FIVE THROUGH TWELVE, A CENTRAL AREA COMMITTEE IN SEATTLE PERFORMED A SURVEY WHICH SUGGESTED 37 POSSIBLE OCCUPATIONAL SKILL AREAS. WORKING ADVISORY COMMITTEES FOR EACH OF THE SKILL CLUSTERS DEVELOPED CURRICULUM MATERIALS AND FORMULATED STANDARDS FOR INSTRUCTORS. STRESSING COOPERATION BETWEEN THE MIDDLE SCHOOL, HIGH SCHOOL, AND THE LOCAL COMMUNITY COLLEGE, THE PROJECT WAS IMPLEMENTED WITH WORK OPPORTUNITY CENTERS IN OPERATION FOR EACH OF 18 OCCUPATIONAL AREAS. A CAREER COUNSELING SERVICE WAS ESTABLISHED TO AID STUDENTS SEEKING EMPLOYMENT OPPORTUNITIES. SPECIFIC OBJECTIVES AND COURSE DESCRIPTIONS APPEAR IN THE BODY OF THE REPORT. WORKING PAPERS, POLICY STATEMENTS, ENROLLMENT INFORMATION, AND OTHER PERTINENT MATERIALS ARE APPENDED. (KH)

VT 101 347
LAMBERT, ADELE ROGERS
A CONCEPTUAL FRAMEWORK FOR DETERMING BASIC CONCEPTS IN AN EXTENSION EDUCATION PROGRAM NECESSARY FOR A PROPOSED ROLE STRUCTURE CHANGE OF CONSUMERS OF HEALTH CARE.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG73 10P. SUMMARY OF ED.D. THESIS, LOUISIANA STATE UNIV., BATON ROUGE.

DESCRIPTORS - *HEALTH EDUCATION; *CITIZEN ROLE; *CONSUMER EDUCATION; KNOWLEDGE LEVEL; COMMUNITY SURVEYS
IDENTIFIERS - *LOUISIANA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DEVELOP A PLAN FOR HELPING THE CONSUMER TO BECOME MORE KNOWLEDGEABLE IN THE AREA OF HEALTH MAINTENANCE AND PRACTICES. TO AID PROGRAM PLANNERS AND CURRICULUM DEVELOPERS IN DEVISING SUCH A PLAN, CONTEMPORARY MODELS OF CONSUMER ROLES WERE EXAMINED. WITH THE GOAL OF CHANGING THE CONSUMER'S ROLE FROM PASSIVE TO ACTIVE, BASIC HEALTH MAINTENANCE INFORMATION AND FIRST AID KNOWLEDGE WAS INCORPORATED IN A LIST OF INDEX ITEMS. A SAMPLING OF MOTHERS OF FAMILIES IN LOW-INCOME NEIGHBORHOODS IN BATON ROUGE WERE INTERVIEWED TO DETERMINE THEIR LEVEL OF HEALTH CARE KNOWLEDGE AGAINST THE INDEX LIST AND TO GATHER DATA ON FAMILY INFORMATION. OF 227 RESPONDENTS, APPROXIMATELY 75% RESPONDED INCORRECTLY TO HEALTH KNOWLEDGE ITEMS. RECOMMENDATIONS INCLUDE THE FOLLOWING: (1) THE TOOL NEEDS TO BE REFINED AND TESTED FURTHER FOR MORE ACCURATE SCORING, AND (2) HEALTH CONCEPTS SHOULD BE TAUGHT IN ELEMENTARY SCHOOLS. (KH)

VT 101 348
ALTERNATE COOPERATIVE EDUCATION FOR TWO-YEAR QUARTER SYSTEM COLLEGES. FEASIBILITY RESEARCH AND PROGRAM DESIGN.

FOOTHILL COMMUNITY COLL. DISTRICT, LOS ALTOS HILLS, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-73-6492
PUB DATE - 15AUG74 123P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *COMMUNITY COLLEGES; *FIELD EXPERIENCE PROGRAMS; *COOPERATIVE EDUCATION; QUARTER SYSTEM; INTERNSHIP PROGRAMS
IDENTIFIERS - CALIFORNIA

ABSTRACT - TO DESIGN A MODEL COOPERATIVE EDUCATION PROGRAM FOR ANY 12-WEEK, QUARTER-SYSTEM, 2-YEAR COLLEGE AND TO DESCRIBE THE PROCESSES BY WHICH THE DISTRICT AND ITS FACULTY, THE COMMUNITY AND ITS EMPLOYERS, AND THE COLLEGES AND THEIR STUDENTS ARE ACCOMODATED IN THE DESIGN WAS THE PURPOSE OF THE RESEARCH PROJECT REPORTED IN THIS DOCUMENT. THE CONCEPT OF 3-MONTH AND 6-MONTH, ALTERNATE TERM, COOPERATIVE EDUCATION FIELD EXPERIENCE FOR STUDENTS SEEKING TO COMBINE EDUCATION CLASSROOM THEORY AND CONCEPTS WITH REAL-TIME CAREER DEVELOPMENTS OR CAREER EXPLORATION OPPORTUNITIES WAS ENDORSED. THE APPENDICES FURNISH SURVEYS CONDUCTED IN THE COURSE OF STUDY PLUS INFORMATION ABOUT THE COMMUNITY COLLEGES INVOLVED. (AUTHOR/LJ)

VT 101 349
BOYD, DONNA RISNER
ATTITUDES EXPRESSED BY OKLAHOMA VOCATIONAL HOME ECONOMICS TEACHERS CONCERNING CAREER EDUCATION.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 73P. M.S. THESIS, OKLAHOMA STATE UNIV., STILLWATER.

DESCRIPTORS - *HOME ECONOMICS TEACHERS; *CAREER EDUCATION; *HOME ECONOMICS EDUCATION; *VOCATIONAL EDUCATION; *TEACHER ATTITUDES; SURVEYS; MASTERS THESES
IDENTIFIERS - OKLAHOMA

ABSTRACT - BECAUSE ATTITUDES MAY REFLECT ACCEPTANCE OF CAREER EDUCATION BY TEACHERS, 130 VOCATIONAL HOME ECONOMICS TEACHERS IN OKLAHOMA WERE ASKED TO RESPOND TO A QUESTIONNAIRE DESIGNED TO ASSESS THESE ATTITUDES. THERE WERE 96 RESPONSES TO THE QUESTIONNAIRE WHICH WAS A MODIFIED VERSION OF AN INSTRUMENT DEVELOPED BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT. FROM THE SURVEY, IT WAS CONCLUDED THAT MOST TEACHERS ARE DISSATISFIED WITH PRESENT CAREER PREPARATION OF STUDENTS; THAT EXCEPT FOR FOCUSING ELEMENTARY SCHOOL CURRICULUMS AROUND CAREER EDUCATION, POSITIVE RESPONSES WERE SHOWN TOWARD THE PRINCIPLES OF CAREER EDUCATION; THAT CAREER EDUCATION SHOULD BE INTEGRATED INTO THE CURRICULUM; AND THAT CAREER EDUCATION WOULD INDEED AFFECT THE CAREER CHOICE OF A STUDENT. IT WAS RECOMMENDED THAT THE RESULTS OF THE STUDY BE PUBLICIZED AND, IN ORDER TO ASSESS ANY CHANGES IN ATTITUDES SEVERAL YEARS AFTER CAREER EDUCATION PROGRAMS HAVE BEEN IN EFFECT, THAT FOLLOWUP STUDIES RELATING TO ATTITUDES BE MADE. A SELECTED BIBLIOGRAPHY IS PROVIDED. (AUTHOR/LJ)

VT 101 350
THE RHODE ISLAND EDUCATIONAL MANAGEMENT INFORMATION SYSTEM.

RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE. BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 24JUL74 13P.

DESCRIPTORS - *MANAGEMENT INFORMATION SYSTEMS; *VOCATIONAL EDUCATION
IDENTIFIERS - RHODE ISLAND

ABSTRACT - IN ORDER TO PROVIDE EDUCATIONAL ADMINISTRATORS WITH SIGNIFICANT AMOUNTS OF DATA WHICH CAN BE USED TO ADVANTAGE IN PLANNING FOR VOCATIONAL EDUCATION IN RHODE ISLAND, THE VOCATIONAL EDUCATION MODULE OF THE RECENTLY ESTABLISHED MANAGEMENT INFORMATION (MIS) WAS DEVELOPED. THIS PROGRESS REPORT GIVES A BRIEF HISTORICAL BACKGROUND AND EXPLAINS THE DESIGN CONCEPT WHICH DIVIDES THE MIS INTO FIVE SUBSYSTEMS INCLUDING STUDENT SERVICES, EDUCATIONAL PERSONNEL, FINANCIAL, FACILITIES, AND EDUCATIONAL SERVICES. IMPLEMENTATION PROBLEMS ARE DESCRIBED AS WELL AS THE CONTINUING DEVELOPMENT OF THE VOCATIONAL EDUCATION MODULE WHICH INCLUDES IMPLEMENTATION OF A PLANNING, PROGRAMMING, BUDGETING SYSTEM. ALL PROGRAMMING IS DONE USING NATIONALLY ACCEPTED DATA ITEMS AND DEFINITIONS TO ASSURE COMPATIBILITY WITH OFFICE OF EDUCATION REQUIREMENTS AND TO AVOID OBSOLESCENCE. (LJ)

VT 101 351
RICHARDSON, DONNA
PROJECT OPPORTUNITY. AN INDIVIDUALIZED APPROACH TO TRAINING LICENSED PRACTICAL NURSES. FINAL REPORT.

ANOKA-HENNEPIN AREA VOCATIONAL TECHNICAL INST., ANOKA, MINN. MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF

VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 31JUL74 49P.

DESCRIPTORS - *PRACTICAL NURSES; *CAREER EDUCATION; *INDIVIDUALIZED INSTRUCTION; *CURRICULUM DEVELOPMENT; *HEALTH OCCUPATIONS EDUCATION; HIGH SCHOOL CURRICULUM

ABSTRACT - AS STATED IN THIS FINAL REPORT COVERING THE PERIOD FROM JUNE 1971 TO JULY 1974, THE PRIMARY PURPOSE OF THIS PROJECT WAS TO DEVELOP EVALUATION, GUIDANCE, AND TUTORIAL SERVICES TO MAXIMIZE THE PREVIOUS HEALTH RELATED EXPERIENCE AND EDUCATION OF PEOPLE INTERESTED IN RECEIVING ADVANCED STANDING, IN AN EXISTING PRACTICAL NURSING PROGRAM. AMONG THE RESULTS AND ACCOMPLISHMENTS ARE COMPLETION INTO MODULES OF THE ENTIRE PRACTICAL NURSING CURRICULUM, THE ENTIRE CORE CURRICULUM, AND THE SURGICAL PROCEDURES PORTION OF THE SURGICAL TECHNICIAN PROGRAM; DEVELOPMENT OF A CURRICULUM PLAN FOR THE HIGH SCHOOL EXPLORATORY PROGRAM; AND DEVELOPMENT AND IMPLEMENTATION OF A WORKSHOP ON INDIVIDUALIZED INSTRUCTION. EVALUATION OF THE PACKETS HAS BEEN FAVORABLE, BASED ON OBSERVATIONS OF THE STUDENTS AND FACULTY. ALTHOUGH THE MODULES NEED REEVALUATION AND REVISION, IT WAS RECOMMENDED THAT COMPARABLE MATERIALS BE DEVELOPED AND USED BY OTHER HEALTH OCCUPATIONS. (AUTHOR/LJ)

VT 101 352
ZERNIK, JUDITH SINGER
A TASK ANALYSIS OF ENTRY LEVEL SALES OCCUPATIONS IN THE HOME FURNISHINGS INDUSTRY, PHILADELPHIA COUNTY, WITH IMPLICATIONS FOR THE SECONDARY SCHOOL CURRICULUM.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 157P. ED.D. THESIS, TEMPLE UNIV., PHILADELPHIA, PA.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *HOME FURNISHINGS; *SALES OCCUPATIONS; *SECONDARY SCHOOLS; *TASK ANALYSIS; CURRICULUM DEVELOPMENT; DOCTORAL THESES; ENTRY WORKERS

ABSTRACT - BEFORE MEANINGFUL COURSE OBJECTIVES FOR SECONDARY SCHOOL CURRICULUM IN THE DISTRIBUTIVE EDUCATION CLUSTER OF HOME FURNISHINGS CAN BE ESTABLISHED, A TASK ANALYSIS OF ENTRY LEVEL SALESPERSONS SHOULD BE DONE BY OBSERVING WORKERS IN THEIR JOB ENVIRONMENT. ACCOMPLISHING AND ANALYSING A TASK ANALYSIS WAS THE PURPOSE OF THIS DOCTORAL THESIS. IT WAS RECOMMENDED THAT THE FORMAT OF THIS RESEARCH PROJECT BE USED AS AN EXEMPLARY MODEL FOR RESEARCHING THE OTHER 20 OCCUPATIONAL CLASSIFICATIONS OF DISTRIBUTIVE EDUCATION. A BIBLIOGRAPHY IS PROVIDED. (LJ)

VT 101 353
DAGGETT, WILLARD R.
SELECTED DISTRIBUTIVE EDUCATION TEACHER CHARACTERISTICS AS THEY RELATE TO THE RETENTION OF GRADUATES IN THE FIELD OF DISTRIBUTION IN NEW YORK AND PENNSYLVANIA.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 188P. ED.D. THESIS, TEMPLE UNIV., PHILADELPHIA, PA.

DESCRIPTORS - *DISTRIBUTIVE EDUCATION; *SURVEYS; *TEACHER CHARACTERISTICS; EDUCATIONAL RESEARCH; VOCATIONAL EDUCATION; *JOB TENURE; DOCTORAL THESES

ABSTRACT - THE PRIMARY PURPOSE OF THIS STUDY WAS TO DETERMINE THE RELATIONSHIP OF SELECTED DISTRIBUTIVE EDUCATION TEACHERS' CHARACTERISTICS TO THE RETENTION OF GRADUATES IN THE FIELD OF DISTRIBUTION IN THE STATES OF NEW YORK AND PENNSYLVANIA. THE STUDY SOUGHT TO ANSWER THE FOLLOWING QUESTIONS: (1) WHAT ARE THE CHARACTERISTICS OF DISTRIBUTIVE EDUCATION TEACHERS IN NEW YORK AND PENNSYLVANIA, (2) WHAT IS THE PRESENT STATUS OF 1972 GRADUATES, (3) WHAT ARE THE RELATIONSHIPS OF TEACHER CHARACTERISTICS TO GRADUATES' RETENTION, AND (4) WHAT IS THE PREDICTIVE POWER OF VARIOUS TEACHER CHARACTERISTICS. A QUESTIONNAIRE WAS USED TO COLLECT DATA FROM 151 TEACHERS AND 453 GRADUATES IN THE TWO STATES. RECOMMENDATIONS INCLUDE: (1) ADDITIONAL EMPHASIS SHOULD BE PLACED ON: MARKETING AND BUSINESS ADMINISTRATION, FULL-TIME WORK EXPERIENCE IN THE FIELD OF DISTRIBUTION, AND EXPERIENCE IN TEACHING, (2) STATE CERTIFICATION REQUIREMENTS SHOULD ENCOMPASS CHARACTERISTICS SHOWN TO BE MOST PREDICTIVE, AND (3) EXPOSURE TO DISTRIBUTIVE OCCUPATIONAL CLUSTERS SHOULD BE PROVIDED. LETTERS, QUESTIONNAIRES, AND A TAXONOMY OF TITLES FOR DISTRIBUTIVE EDUCATION ARE APPENDED. (KB)

VT 101 354
A COMPREHENSIVE PROGRAM OF CAREER EDUCATION. FINAL REPORT AND ABSTRACT. (PROJECT NUMBER V361030L)

MCKEESPORT AREA SCHOOL DISTRICT, PA.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON,

D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-3007
PUB DATE - 30JUN73 389P.

DESCRIPTORS - *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *INSERVICE EDUCATION; *TEACHER WORKSHOPS; RESOURCE CENTERS

ABSTRACT - THIS FINAL REPORT WHICH ENCOMPASSES THE PERIOD FROM JANUARY 1972 THROUGH JUNE 1973, RELATES THAT THE OVERALL GOAL OF THIS PROJECT WAS TO DEVELOP AND IMPLEMENT FROM KINDERGARTEN THROUGH GRADE 12 A COMPREHENSIVE CAREER EDUCATION PROGRAM THAT WOULD ENABLE EACH INDIVIDUAL TO BECOME ALL THAT HE OR SHE IS CAPABLE OF BECOMING. IT WAS LEARNED THAT NARROWLY DEFINING THE FOCUS IN THE INDIVIDUAL'S PREPARATION FOR A ROLE IN THE WORLD OF WORK IS SHORTSIGHTED AND THAT ACTIVITIES AND EXPERIENCES THAT WILL AFFECT THE INDIVIDUAL'S PLAN FOR ACHIEVING A MEANINGFUL AND SATISFYING LIFE NEED TO BE INCLUDED. EXTENSIVE APPENDICES CONTAIN ITEMS SUCH AS CURRICULUM, WORKSHOP, EVALUATION AND PUBLIC RELATIONS MATERIALS PLUS INFORMATION ABOUT THE CAREER RESOURCE CENTER. (AUTHOR/LJ)

VT 101 355
HARRISON, R. W., AND OTHERS
SUPERVISED OCCUPATIONAL EXPERIENCE RECORD FORMS FOR ORNAMENTAL HORTICULTURE (PRELIMINARY DRAFT).

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 299P.

DESCRIPTORS - *HIGH SCHOOLS; *VOCATIONAL AGRICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; *RECORDS (FORMS); NURSERY WORKERS (HORTICULTURE); LANDSCAPING; TURF MANAGEMENT; FLORICULTURE; AGRICULTURAL PRODUCTION; WORK EXPERIENCE PROGRAMS

ABSTRACT - THE RECORD FORMS PRESENTED IN THIS PRELIMINARY DRAFT HAVE BEEN DEVELOPED FOR USE WITH ANY PRODUCTION, OCCUPATIONAL, OR WORK EXPERIENCE RECORD BOOK FOR HIGH SCHOOL VOCATIONAL AGRICULTURE PROGRAMS. SEPARATE UNITS HAVE BEEN DEVELOPED FOR EACH AREA IN ORNAMENTAL HORTICULTURE, SO THE STUDENT AND TEACHER CAN SELECT THE APPROPRIATE ONE, OR SEVERAL, FOR THE EXPERIENCES PLANNED BY THE STUDENT. THE AREAS INCLUDE FLOWER SHOP EMPLOYEE, GREENHOUSE CROPS, OUTDOOR FLOWER CROPS, LANDSCAPE MAINTENANCE AND ESTABLISHMENT, NURSERY PRODUCTION, AND TURFGRASS MAINTENANCE, ESTABLISHMENT, AND PRODUCTION. WITHIN EACH AREA, THE FOLLOWING FIVE RECORD SHEETS ARE PROVIDED: (1) APPROVED PRACTICES, (2) GOALS, (3) EFFICIENCY FACTORS, (4) COST ACCOUNTING, OR EMPLOYMENT ACHIEVEMENT, AND (5) ANALYSIS. (AUTHOR/LJ)

VT 101 356
A GLOSSARY OF TERMS FOR BUSINESS MANAGEMENT.

DELAWARE STATE COLL., DOVER.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 32P.

DESCRIPTORS - *GLOSSARIES; *BUSINESS ADMINISTRATION; *MANAGEMENT
IDENTIFIERS - DELAWARE STATE COLLEGE

ABSTRACT - INTENDED FOR USE BY BOTH THE STUDENT OF MANAGEMENT AND THE PROFESSIONAL IN THE FIELD, THIS GLOSSARY OF TERMS IS LIMITED TO THOSE WORDS AND TERMS UNIQUE TO THE FIELD OF BUSINESS MANAGEMENT. DEVELOPED BY A MANAGEMENT CLASS AT DELAWARE STATE COLLEGE, THE GLOSSARY CAN ALSO BE USED AS A TOOL TO EXPAND THE INDIVIDUAL'S KNOWLEDGE OF THE PRINCIPLES, FUNCTIONS, AND RESPONSIBILITIES OF MANAGEMENT. (AUTHOR/LJ)

VT 101 357
OLIVER, J. DALE
AN EVALUATION SYSTEM FOR VOCATIONAL EDUCATION IN VIRGINIA. FINAL REPORT.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 896P.

DESCRIPTORS - *EVALUATION; *MANAGEMENT INFORMATION SYSTEMS; *BEHAVIORAL OBJECTIVES; AGRICULTURAL EDUCATION; AUTO MECHANICS; BUSINESS EDUCATION; HOMEMAKING EDUCATION; DRAFTING
IDENTIFIERS - VIRGINIA

ABSTRACT - THIS FINAL REPORT OF AN EVALUATION SYSTEM FOR VOCATIONAL EDUCATION IN VIRGINIA COVERS THE TIME PERIOD FROM FEBRUARY 15, 1971 TO JUNE 30, 1974. THE PROJECT WAS DIRECTED TOWARD SOLVING THE PROBLEM OF PROVIDING VALID, TIMELY AND RELIABLE INFORMATION TO USE IN EVALUATING, PLANNING AND ACCOUNTING FOR FEDERALLY SUPPORTED VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS. THE MANAGEMENT

INFORMATION SYSTEM DEVELOPED AND IMPLEMENTED BY THIS PROJECT CONTAINED TWO SUBSYSTEMS. THE MACRO-SUBSYSTEM WAS DESIGNED TO PROVIDE INFORMATION TO LOCAL DECISION MAKERS. THE RESULTS AND ACCOMPLISHMENTS ARE AS FOLLOWS: (1) DEVELOPMENT OF A VOCATIONAL EDUCATION REPORTING SYSTEM, (2) DEVELOPMENT OF AN ANNUAL AND FIVE YEAR PLANNING DOCUMENT, AND AN ANNUAL EVALUATION PROCEDURE, AND (3) THE DEVELOPMENT OF APPROXIMATELY 200 UNITS OF INSTRUCTION. VARIOUS REPORTS, SURVEYS, PLANNING STRATEGIES, AND BEHAVIORAL OBJECTIVES ARE APPENDED. (KB)

VT 101 358
CAREER DEVELOPMENT OUTREACH PROGRAM. FINAL REPORT.

MAINE UNIV., FARMINGTON. CENTER FOR EDUCATIONAL AND CAREER DEVELOPMENT.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 53P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; *SURVEYS; *STUDENT VOLUNTEERS; *CAREER EDUCATION; VOCATIONAL EDUCATION; *CAREER PLANNING
IDENTIFIERS - UNIVERSITY OF MAINE AT FARMINGTON

ABSTRACT - THIS IS THE FINAL REPORT OF THE CAREER DEVELOPMENT OUTREACH PROJECT. THE PROJECT WAS DESIGNED TO ACTIVELY INVOLVE A SYSTEMATIC PROGRAM OF CAREER EDUCATION, DISSEMINATION OF OCCUPATIONAL INFORMATION, AND CAREER GUIDANCE. THE PROJECT WAS TO MAKE THE TARGET POPULATION (STUDENTS, FACULTY, AND STAFF AT THE UNIVERSITY OF MAINE AT FARMINGTON AND INDIVIDUALS) COGNIZANT OF THE CAREER RESOURCES AVAILABLE TO THEM WHEN MAKING CAREER CHOICES AND ALSO TO ENCOURAGE THE TARGET POPULATION TO MAKE THEIR CAREER DECISION BASED ON REALISTIC INFORMATION. THE FUNCTIONS (INDIVIDUAL COUNSELING, TESTING, PLACEMENT, COMMUNITY SERVICE, GROUP COUNSELING, AND RESOURCE LIBRARY) OF THE CENTER HAVE BEEN TESTED OVER THE YEARS AND PROVEN SUCCESSFUL. INSTRUMENTS AND INSTRUCTIONAL MATERIAL ARE APPENDED. (KB)

VT 101 359
BRANTNER, SEYMOUR T.; WICHOWSKI, CHESTER P.
EDUCATIONAL RELATIONSHIPS BETWEEN INTERMEDIATE UNITS AND AREA VOCATIONAL TECHNICAL SCHOOLS IN PENNSYLVANIA.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - FEB74 77P.

DESCRIPTORS - *EDUCATIONAL COORDINATION; *AREA VOCATIONAL SCHOOLS; *RELATIONSHIP; *SURVEYS; *INTERMEDIATE ADMINISTRATIVE UNITS; REGIONAL COOPERATION
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THIS STUDY WAS AN INVESTIGATION OF THE RELATIONSHIPS THAT NOW EXIST BETWEEN THE ADMINISTRATOR OF THE INTERMEDIATE UNITS (IU) AND OF THE AREA VOCATIONAL TECHNICAL SCHOOLS (AVTS) IN PENNSYLVANIA. THE INVESTIGATION ALSO INCLUDED A STUDY OF THE OPINIONS OF THESE TWO GROUPS OF INDIVIDUALS AS TO WHAT EDUCATIONAL RELATIONSHIP BETWEEN THE TWO UNITS WOULD BE DESIRABLE. THE SAMPLE GROUPS IN THIS STUDY CONSISTED OF DIRECTORS OF 29 IU AND 81 ADMINISTRATORS AND SUPERVISORS OF AVTS IN PENNSYLVANIA. A SURVEY WAS CONDUCTED. THE FOLLOWING RECOMMENDATIONS WERE MADE: (1) COMMUNICATIONS NEED TO BE ESTABLISHED BETWEEN THE AVTS AND THE IU ADMINISTRATORS, (2) THE AVTS DIRECTORS SHOULD IDENTIFY MORE SERVICES APPLICABLE TO THE SPECIALIZED KIND OF EDUCATION WHICH THEY PROVIDE, (3) COOPERATIVE DEVELOPMENT OF A SYSTEM OF REVIEW OF THE SERVICES SHOULD BE INITIATED, AND (4) AN AVTS DIRECTOR IN THE IU SHOULD BE ASSIGNED AS A CONSULTING DIRECTOR TO THE IU. INSTRUMENTS AND LETTERS OF TRANSMITTAL ARE APPENDED. (AUTHOR/KB)

VT 101 360
HALDEMAN, SUSAN B.
CAREER IMPLEMENTATION IN THE JUNIOR HIGH SCHOOL. FINAL REPORT.

EAST PENN SCHOOL DISTRICT, MACUNGIE, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 10P.

DESCRIPTORS - *RESOURCE CENTERS; *CAREER EDUCATION; *JUNIOR HIGH SCHOOLS

ABSTRACT - THIS DOCUMENT REPORTS THAT THE CAREER RESOURCE CENTER AT THE HOWARD A. FYER JUNIOR HIGH SCHOOL AT MACUNGIE IS ONE OF THE FIFTEEN THAT HAS BEEN ESTABLISHED IN PENNSYLVANIA. ITS FUNDAMENTAL

PURPOSE IS TO CREATE A SENSE OF CAREER AWARENESS IN THE STUDENT BODY. THE CAREER RESOURCE CENTER IS PART OF THE INSTRUCTIONAL MEDIA CENTER (LIBRARY) AND IS LOCATED ON THE BALCONY ABOVE IT. RECOMMENDATIONS INCLUDE FORMING A CAREER CLUB TO EMPHASIZE DIFFERENT OCCUPATIONS ACCORDING TO THE STUDENTS INTERESTS. (AUTHOR/LJ)

VT 101 361
EXEMPLARY CAREER RESOURCE CENTER. GRADES 5-8. FINAL REPORT.

TUNKHANNOCK AREA SCHOOL DISTRICT, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN74 33P.

DESCRIPTORS - *VOCATIONAL DEVELOPMENT; EDUCATION; *CAREERS; GUIDANCE; *OCCUPATIONS; *CAREER EDUCATION
IDENTIFIERS - TUNKHANNOCK AREA SCHOOL DISTRICT

ABSTRACT - THIS FINAL REPORT REVIEWS THE DEVELOPMENT OF A CAREER RESOURCE CENTER IN THE TUNKHANNOCK AREA SCHOOL DISTRICT. THE PURPOSE OF THE CENTER WAS TO IMPROVE, EXTEND AND EXPAND INFORMATIONAL SERVICES TO MIDDLE SCHOOL STUDENTS. THE ESTABLISHMENT AND OPERATION OF THE CAREER RESOURCE CENTER WAS A POSITIVE ADDITION TO THE SCHOOL. THIS CONCLUSION IS SUPPORTED BY THE STUDENTS FINAL SURVEY AND THE MIDDLE SCHOOL PRINCIPALS' LETTER OF ASSESSMENT AND EVALUATION, AND THE NUMBER OF STUDENTS WHO USED THE CENTER DAILY. THE CENTER HAS BECOME AN INTRICATE PART OF THE MIDDLE SCHOOL AND ITS RESOURCES HAVE BEEN HELPFUL TO BOTH THE HIGH SCHOOL AND ELEMENTARY PROGRAMS. AN EVALUATION OF HARDWARE AND SOFTWARE, A CAREER RESOURCE CENTER EVALUATION FORM, DAILY ATTENDANCE COUNTS, DAILY BULLETINS, EVALUATION COMMENTS, LESSON PLANS, PRINCIPALS' EVALUATION, NEWSLETTER, NEWSPAPER CLIPPINGS, AND DUTIES OF THE SUPERVISOR ARE APPENDED. (AUTHOR/KB)

VT 101 362
SCHOOL-BASED JOB PLACEMENT SERVICE MODEL. YEARLY REPORT.

COLUMBIA-MONTOUR AREA VOCATIONAL-TECHNICAL SCHOOL, BLOOMSBURG, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 41P.

DESCRIPTORS - *JOB PLACEMENT; *VOCATIONAL EDUCATION; GRADUATES; *SURVEYS; *VOCATIONAL FOLLOWUP; *EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; EVALUATION
IDENTIFIERS - COLUMBIA-MONTOUR AREA VOCATIONAL TECHNICAL SCHOOL

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TO IMPLEMENT A SYSTEM FOR A SCHOOL BASED JOB PLACEMENT SERVICE IN THE COLUMBIA-MONTOUR AREA VOCATIONAL TECHNICAL SCHOOL. THIS SERVICE WAS DESIGNED TO HELP EXISTING STUDENTS FIND EMPLOYMENT SUITED TO THEIR EDUCATIONAL ACHIEVEMENTS AND VOCATIONAL ASPIRATIONS. THE DEVELOPMENT AND OPERATIONAL ELEMENTS CENTERED ON A JOINT EFFORT BY THE LOCAL EMPLOYMENT SERVICE AND SCHOOL PERSONNEL TO: (1) SHARE FACILITIES AND EQUIPMENT, (2) COOPERATIVE JOB DEVELOPMENT, (3) COOPERATIVE JOB MATCHING, (4) SHARING OF STUDENTS AND JOB INFORMATION, (5) CONDUCTING WORKSHOPS FOR SCHOOL PERSONNEL AND EMPLOYMENT SERVICE STAFF, (6) INTERVIEWING STUDENTS, (7) TESTING AND (8) FOLLOWUP OF STUDENTS AND EMPLOYERS. CONCLUSIONS AND RECOMMENDATIONS INCLUDED: (1) THE PLACEMENT MODEL HAS HAD A POSITIVE EFFECT ON THE STUDENTS, SCHOOL STAFF, AND INDUSTRY, (2) THE BENEFITS OF WORKING WITH THE BUREAU OF EMPLOYMENT SERVICES ARE NOT CLEAR, AND (3) THE ACTIVITIES OF THE CENTER HAVE HAD CERTAIN POSITIVE EFFECTS, BUT LIMITED TIME OF MODEL OPERATION MAKES IT DIFFICULT TO ARRIVE AT ANY CONCRETE CONCLUSIONS. THE GRADUATE SURVEY, A FITNESS RATING SCORE SHEET, A JOB HISTORY FORM, AND RESULTS OF THE GRADUATE SURVEY ARE APPENDED. (KB)

VT 101 363
NICHOLS, NATALIE P.
OPEN SPACE CONCEPT IN BUSINESS EDUCATION. FINAL REPORT.

PENNRIDGE HIGH SCHOOL, PERKASIE, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 78P.

DESCRIPTORS - *BUSINESS EDUCATION; VOCATIONAL EDUCATION; *BUSINESS EDUCATION FACILITIES; SELF DIRECTED CLASSROOMS; *STUDENT CENTERED CURRICULUM; *CURRICULUM; EDUCATION
IDENTIFIERS - PENNRIDGE HIGH SCHOOL

ABSTRACT - IN THE SPRING OF 1974, THE PENNRIDGE HIGH SCHOOL BUSINESS EDUCATION DEPARTMENT COMPLETED A THREE-YEAR FEDERALLY FUNDED STUDY. THE PURPOSE OF THE STUDY WAS TO DISCOVER THE RELATIONSHIP BETWEEN OPEN SPACE ENVIRONMENT AND THE EMPLOYABILITY OF STUDENTS UPON

GRADUATION. A SERIES OF DIAGNOSTIC, ATTITUDE, AND ACHIEVEMENT TESTS WERE ADMINISTERED PERIODICALLY. EMPLOYERS AND PARENTS WERE POLLED. EVALUATION AND ANALYSIS OF THE ACCUMULATED DATA OVER A THREE YEAR PERIOD INDICATED THAT AN OPEN SPACE ENVIRONMENT HAD THE FOLLOWING IMPACT UPON PARTICIPATING STUDENTS: (1) THEY WERE MORE SELF-DIRECTED AND HIGHLY MOTIVATED AT AN EARLIER AGE, (2) ONCE ON THE JOB THEIR PRODUCTIVITY INCREASES SOONER, AND (3) THEIR VOCATIONAL PROFICIENCY AND BASIC KNOWLEDGE BECOME A PERSONAL ACHIEVEMENT AND A SOURCE OR PRIDE. TESTING SCHEDULES, BASIC SKILLS, ATTITUDE INVENTORY, NARRATIVE REPORTS, PARENTAL QUESTIONNAIRE AND EMPLOYABILITY RECORDS ARE APPENDED. (AUTHOR/KB)

VT 101 364
WILLIS, JUNE
AN INVESTIGATION OF THE STATUS OF SELECTED STUDENTS OF 1969-73 GRADUATING CLASSES OF RIVERSIDE HIGH SCHOOL, TAYLOR, PA. FINAL REPORT.

MARYWOOD COLL., SCRANTON, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 25JUN74 44P.

DESCRIPTORS - *VOCATIONAL FOLLOWUP; *BUSINESS EDUCATION; BUSINESS SKILLS; *GRADUATE SURVEYS; HIGH SCHOOL GRADUATES; *OFFICE OCCUPATIONS EDUCATION
IDENTIFIERS - RIVERSIDE HIGH SCHOOL

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TO DETERMINE WHETHER THE BUSINESS OFFERINGS AT RIVERSIDE HIGH SCHOOL ARE ADEQUATE TO SATISFY THE VOCATIONAL NEEDS OF ITS BUSINESS GRADUATES. QUESTIONNAIRES WERE MAILED TO 166 GRADUATES FROM THE YEARS 1969 THROUGH 1973 TO DETERMINE: (1) WHETHER THE BUSINESS OFFERINGS AT RIVERSIDE HIGH SCHOOL ARE ADEQUATE TO SATISFY VOCATIONAL NEEDS OF ITS BUSINESS GRADUATES, (2) THE NUMBER OF GRADUATES FROM THE SELECTED YEARS WHO ACTUALLY USED THEIR BUSINESS TRAINING FOR EMPLOYMENT, (3) THE METHOD USED IN OBTAINING THEIR POSITION AND THE TYPES USED BY EMPLOYERS, (4) WHAT COURSE OFFERINGS WERE MOST BENEFICIAL, (5) WHAT OFFICE MACHINES ARE USED MOST FREQUENTLY, (6) WHAT COURSE OFFERINGS SHOULD BE A PART OF THE CURRICULUM. AN ANALYSIS OF RESPONSES RESULTED IN THE FOLLOWING CONCLUSIONS: (1) THE MOST FREQUENTLY USED METHOD OF OBTAINING EMPLOYMENT WAS A PERSONAL VISIT TO THE PROSPECTIVE EMPLOYER, (2) THE COURSES MOST BENEFICIAL WERE TYPING I AND II, (3) THE BUSINESS MACHINE USED MOST FREQUENTLY WAS AN ELECTRIC TYPEWRITER, AND (4) BUSINESS COMMUNICATIONS SHOULD BE A PART OF THE CURRICULUM. (KB)

VT 101 365
YURCOVIC, VICTORIA
EXEMPLARY CAREER RESOURCE CENTERS FOR GRADES 7 THROUGH 9 IN PENNSYLVANIA. FINAL REPORT. PROJECT NO. 20-4006.

ERIE CITY SCHOOL DISTRICT, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 19P.

DESCRIPTORS - *RESOURCE CENTERS; *OCCUPATIONAL INFORMATION; SECONDARY GRADES; *INFORMATION DISSEMINATION; CAREER OPPORTUNITIES; *RESOURCE MATERIALS
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THIS REPORT DESCRIBES THE ESTABLISHMENT AND OPERATION OF A CAREER RESOURCE CENTER FOR USE BY STUDENTS IN GRADES SEVEN THROUGH NINE IN SELECTED PENNSYLVANIA SCHOOLS. THE CENTER SUCCESSFULLY COLLECTED, EVALUATED, AND DISSEMINATED RELEVANT CAREER MATERIALS FROM A VARIETY OF SOURCES. ORIENTATION FOR STUDENTS AND FACULTY PROVIDED ASSISTANCE IN LOCATING AND USING MATERIALS, SOME OF WHICH WERE AVAILABLE FOR CLASSROOM USE. ALTHOUGH PARENTAL INVOLVEMENT IN THE CAREER PROGRAM WAS A MAJOR OBJECTIVE OF THE CENTER, THIS PHASE OF THE PROJECT WAS APPARENTLY UNSUCCESSFUL. THE APPENDIXS INCLUDE AN EQUIPMENT EVALUATION, A SAMPLE CAREER INFORMATION QUESTIONNAIRE, AND A CAREER RESOURCE CENTER EVALUATION FORM FOR TEACHERS' COMMENTS ON THE OPERATION OF THE CENTER. (KH)

VT 101 366
NUSSER, KENNETH R.
EXEMPLARY CAREER RESOURCE CENTER FOR GRADES 6-9 IN PENNSYLVANIA. FINAL REPORT. PROJECT NO. 20-4018.

HOPEWELL AREA SCHOOL DISTRICT, ALIQUIPPA, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 01JUL74 18P.

DESCRIPTORS - INTERMEDIATE GRADES; SECONDARY GRADES; *RESOURCE CENTERS; *RESOURCE MATERIALS; *OCCUPATIONAL INFORMATION; *INFORMATION DISSEMINATION; CAREER OPPORTUNITIES

IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THIS REPORT PRESENTS THE EVALUATION OF A FIVE WEEK OPERATIONAL PERIOD OF A CAREER RESOURCE CENTER USED BY STUDENTS IN GRADES SIX THROUGH NINE IN A SELECTED PENNSYLVANIA SCHOOL. DESIGNED AS A MULTI-MEDIA CAREER INFORMATION SERVICE, THE CENTER DISTRIBUTES INFORMATION THROUGH OCCUPATIONAL BRIEFS, BOOKS, PAMPHLETS, CATALOGS, JOB EXPERIENCE KITS, CAREER GAMES, CASSETTE TAPES, FILMSTRIPS, MICROFILMS, VIEWERS, AND A READER-PRINTER. SINCE THE CENTER DID NOT BECOME OPERATIONAL UNTIL MAY, 1974, THIS EVALUATION REPORT IS RATHER BRIEF AND INCLUDES ONLY THE FOLLOWING CONCLUSIONS: (1) FUNDS SHOULD BE PROVIDED FOR THE 1974-75 SCHOOL YEAR, INCLUDING SALARIES FOR A PARAPROFESSIONAL AND A CERTIFIED COUNSELOR, (2) MORE FLEXIBILITY SHOULD BE ALLOWED IN ORDERING HARDWARE AND SOFTWARE, (3) THE DEPARTMENT OF EDUCATION SHOULD ARRANGE WORKSHOPS FOR WORKERS AT THE CENTER, AND (4) ALL PROJECTS SHOULD BE AWARDED PRIOR TO THE START OF THE SCHOOL YEAR TO ALLOW FOR AN ADEQUATE EVALUATION PERIOD. (KH)

VT 101 367
SCOTT, HARRY, JR.
EXEMPLARY CAREER RESOURCE CENTER FOR GRADES 6 THROUGH 9 IN PENNSYLVANIA. FINAL REPORT.
PROJECT NO. 20-4015.

WYOMING VALLEY WEST SCHOOL DISTRICT, KINGSTON, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 27P.

DESCRIPTORS - *RESOURCE CENTERS; *OCCUPATIONAL INFORMATION; *CAREER PLANNING; SECONDARY GRADES; INFORMATION DISSEMINATION; *RESOURCE MATERIALS; *EVALUATION TECHNIQUES
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO EVALUATE A CAREER RESOURCE CENTER WHICH WAS ESTABLISHED TO SERVE APPROXIMATELY 1000 SEVENTH AND EIGHTH GRADE STUDENTS HOUSED IN A SINGLE BUILDING. THE EVALUATION SOUGHT TO ASSESS THE CENTER IN TERMS OF INFORMATION COLLECTION, EVALUATION AND STORAGE, CLIENT USAGE, AND ATTITUDINAL FACTORS. QUESTIONNAIRES COMPLETED BY ALL STUDENTS INDICATED THAT THE CENTER WAS HIGHLY SUCCESSFUL IN ORGANIZING AND MAINTAINING ALL NECESSARY EQUIPMENT AND MATERIALS; HOWEVER, IMPROVEMENT IS NEEDED IN THE SIZE, CAPACITY, AND AVAILABLE ASSISTANCE AT THE FACILITY. OF THE STUDENTS SURVEYED, 82 PERCENT INDICATED THAT THE CENTER HAD PROVIDED HELP IN CAREER PLANNING AND 68 PERCENT FELT THE PROGRAM ADEQUATELY MET THEIR CAREER INFORMATION NEEDS. THE EVALUATION INSTRUMENT IS AMONG THE MATERIALS INCLUDED IN THE APPENDIXS. (AUTHOR/KH)

VT 101 368
PROJECT AWAKE: A COMPREHENSIVE CAREER EDUCATION PROJECT FOR THE CONTINUATION, EXPANSION AND DIFFUSION OF A MODEL CAREER ORIENTED CURRICULUM BY INDIVIDUALIZING THROUGH TECHNOLOGY. THIRD PARTY EVALUATION REPORT.

FEDERAL EDUCATIONAL PROJECTS CENTER, MEADSVILLE, PA.
NORTHWEST TRI-COUNTY INTERMEDIATE UNIT, ERIE, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 106P.

DESCRIPTORS - ELEMENTARY GRADES; *CAREER EDUCATION; *PROGRAM EVALUATION; *EVALUATION TECHNIQUES; *INTEGRATED CURRICULUM; *COMPUTER ASSISTED INSTRUCTION
IDENTIFIERS - *PENNSYLVANIA; PROJECT AWAKE

ABSTRACT - TO DETERMINE THE EFFECTIVENESS OF A COMPREHENSIVE K-6 CAREER EDUCATION PROJECT, THIS THIRD PARTY EVALUATION EXAMINES FOUR ASPECTS OF THE PROGRAM: (1) PROGRESS TOWARD STATED GOALS OF INTEGRATED CURRICULA, STUDENT EXPOSURE TO CAREER CLUSTERS, INDIVIDUALIZED INSTRUCTION, AND USE OF COMPUTERIZED CURRICULA, (2) PROGRESS TOWARD GRADE LEVEL CONCEPTS IN THE NINE CAREER CLUSTER UNITS, (3) REVISED METHODOLOGY, AND (4) STUDENTS' SELF-CONCEPT IN THE PROJECT. USING QUESTIONNAIRES AND OPINIONNAIRES, INDIVIDUAL AND GROUP TESTS, STANDARDIZED TESTS, INTERVIEWS, AND OBSERVATIONS, SAMPLES OF WHICH ARE APPENDED TO THIS REPORT, EVALUATORS DISCOVERED GENERALLY ENTHUSIASTIC AND POSITIVE ATTITUDES TOWARD THE PROGRAM FROM TEACHERS, ADMINISTRATORS, AND STUDENTS. AMONG SPECIFIC RECOMMENDATIONS WERE THE FOLLOWING: (1) MORE EFFECTIVE INSERVICE TRAINING FOR TEACHERS IN THE PROJECT, (2) REGULAR DELETION OF EXTRANEOUS MATERIALS FROM THE CLUSTER UNITS, AND (3) INCLUSION OF AN "IDEA" CENTER IN THE COMPUTER TO UTILIZE SUCCESSFUL TEACHER SUGGESTIONS. (KH)

VT 101 369
SEHON, ALICE J.

A FOLLOW-UP STUDY OF SCHOOLS ASSOCIATED WITH CANYON-OWYHEE SCHOOL SERVICE AGENCY.

CANYON-OWYHEE SCHOOL SERVICE AGENCY, CANYON, IDAHO.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 06JUL73 78P.

DESCRIPTORS - VOCATIONAL FOLLOWUP; *FOLLOWUP STUDIES; *GRADUATE SURVEYS; STUDENT EVALUATION; PROGRAM EVALUATION; *PROGRAM EFFECTIVENESS; *QUESTIONNAIRES
IDENTIFIERS - *CANYON OWYHEE SCHOOL SERVICE AGENCY

ABSTRACT - TO INVESTIGATE THE EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF THE GRADUATES OF SEVERAL SCHOOL DISTRICTS SERVED BY AN IDAHO SCHOOL AGENCY AND TO SECURE THEIR EVALUATION OF THE EFFECTIVENESS OF VOCATIONAL TRAINING THEY RECEIVED, A SURVEY QUESTIONNAIRE WAS SENT TO 423 FORMER STUDENTS. AN ITEM ANALYSIS OF THE RESPONSES INDICATED A GENERAL SATISFACTION WITH COURSE CONTENT; HOWEVER, INCREASED EMPHASIS ON SKILLS FOR EVERYDAY LIVING AND VOCATIONAL SKILLS WAS REQUESTED. THE STUDY POINTS OUT THAT THE PERCENTAGE OF STUDENTS ATTENDING UNIVERSITIES IS GREATER THAN THE STATE'S ABILITY TO EMPLOY COLLEGE GRADUATES, REVEALING A NEED TO RECOGNIZE CURRENT PROJECTED EMPLOYMENT STATISTICS IN THE PLANNING AND IMPLEMENTING OF EDUCATIONAL AND VOCATIONAL PROGRAMS FOR THE STATE'S SCHOOLS. APPENDIXES INCLUDE A COPY OF THE SURVEY QUESTIONNAIRE, RESPONSE STATISTICS, AND COMPOSITE FINDINGS. (KH)

VT 101 370
MANEY, THOMAS J.; BOYD, LINDA
A PILOT RESEARCH PROJECT TO DETERMINE THE FEASIBILITY OF DEVELOPING HEALTH RELATED OCCUPATIONS CURRICULA AT NICOLET COLLEGE AND TECHNICAL INSTITUTE. FINAL REPORT.

NICOLET COLL. AND TECHNICAL INST., RHINELANDER, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 121P.

DESCRIPTORS - *FEASIBILITY STUDIES; *HEALTH OCCUPATIONS; *COLLEGE CURRICULUM

ABSTRACT - THIS STUDY WAS DESIGNED TO GATHER INFORMATION RELATING TO HEALTH CARE SERVICES AND PERSONNEL OF THE NICOLET VOCATIONAL, TECHNICAL AND ADULT EDUCATION (VTAE) DISTRICT OF RHINELANDER, WISCONSIN. THIS INFORMATION WILL PROVIDE A BASIS FOR FUTURE DECISIONS RELATED TO PROSPECTIVE EDUCATIONAL SERVICES IN HEALTH OCCUPATION CAREERS. THE NEED FOR THIS STUDY EVOLVED FROM DISTRICT RESIDENTS' MUSHROOMING REQUESTS FOR SERVICES RELATING TO HEALTH OCCUPATIONS. THIS PILOT RESEARCH PROJECT WAS INTENDED TO DETERMINE THE FEASIBILITY OF DEVELOPING CURRICULUMS IN HEALTH RELATED OCCUPATIONS IN THE NICOLET VTAE DISTRICT. FUTURE DECISIONS RELATED TO HEALTH OCCUPATION CURRICULUM DEVELOPMENT WOULD BE BASED UPON THE DATA COLLECTED. IT WAS CONCLUDED THAT THE MOST CRITICAL SHORTAGE WAS THAT OF NURSING MANPOWER INCLUDING REGISTERED NURSES, LICENSED PRACTICAL NURSES, AND NURSING ASSISTANTS. APPENDIXES INCLUDE SURVEY INTERVIEW INSTRUMENTS, FUTURE HEALTH CARE MANPOWER NEEDS FOR THE DISTRICT, AND A LIST OF THE PROFESSIONAL HEALTH CARE PERSONNEL PROVIDING THE DATA. (AUTHOR/LJ)

VT 101 371
PROFESSIONAL CAREERS PREPARATION LABORATORY. FINAL REPORT.

YUMA UNION HIGH SCHOOL DISTRICT, ARIZ.; ARIZONA OCCUPATIONAL RESEARCH COORDINATING UNIT, PHOENIX.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 8P.

DESCRIPTORS - *CAREER OPPORTUNITIES; *LABORATORY TRAINING; *COMMUNITY INVOLVEMENT; SECONDARY GRADES
IDENTIFIERS - KOFA HIGH SCHOOL

ABSTRACT - THIS FINAL REPORT SUMMARIZES THE RESULTS OF A PROJECT WHOSE GOALS WERE: (1) TO INCREASE THE KNOWLEDGE OF THE ACADEMICALLY INCLINED STUDENT IN THE AREA OF ONE OR MORE PROFESSIONAL CAREERS IN WHICH HE/SHE IS INTERESTED, AND (2) TO BRING ABOUT GREATER COMMUNITY PARTICIPATION IN SECONDARY EDUCATION PROGRAMS. DURING THE 1973-74 SCHOOL YEAR SEVENTY-FOUR SENIORS AND TEN JUNIORS AT KOFA HIGH SCHOOL WERE ENROLLED IN THE PROJECT FOR TWELVE WEEKS OF RELATED CLASS AND ONE OR TWO CLASS PERIODS OF WORK EXPLORATION. THE RECOMMENDATIONS INCLUDED: (1) THAT THE STUDENT BE INVOLVED IN ONLY TWELVE WEEKS OF WORK EXPLORATION, (2) FORMATION OF AN ADVISORY COMMITTEE TO HELP IMPLEMENT PROGRAM OBJECTIVES, AND (3) TO IMPROVE THE FOLLOWING HOMEWORK, BORING FILMSTRIPS, AND THE COST OF GASOLINE. (KB)

VT 101 372
LEE, JOE WON, AND OTHERS
PROJECTIONS OF EMPLOYMENT DEMAND BY INDUSTRY AND OCCUPATION FOR LABOR MARKET AREAS IN PENNSYLVANIA.

NATIONAL PLANNING ASSOCIATION, WASHINGTON, D.C.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 29JAN74 25P.

DESCRIPTORS - *INDUSTRY; PREDICTION; *EMPLOYMENT PROJECTIONS; *LABOR MARKET; *OCCUPATIONS; *STATISTICAL ANALYSIS; STATISTICAL STUDIES
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THE OBJECTIVE OF THIS PROJECT WAS TO GENERATE HISTORICAL ESTIMATES AND PROJECTIONS OF EMPLOYMENT DEMAND BY INDUSTRY AND OCCUPATION (INDUSTRY-OCCUPATION MATRICES) FOR THE STATE OF PENNSYLVANIA AND 12 METROPOLITAN LABOR MARKET AREAS IN THE STATE. THE SUMMATIONS OF ALL SUBSTATE AREAS PROJECTIONS WERE COMPARED WITH THE INDEPENDENTLY PROJECTED STATE TOTAL. THE TWO SETS WERE CLOSE SO THE SUMMATIONS OVER ALL SUBSTATE AREAS WERE USED AS THE STATE PROJECTIONS FOR RESPECTIVE PROJECTION YEARS. THE METHODOLOGY USED WAS DIVIDED INTO TWO SUBSECTIONS. THE FIRST WAS CONCERNED WITH THE METHODOLOGY USED IN ARRIVING AT HISTORICAL ESTIMATES AND PROJECTIONS OF INDUSTRY-OCCUPATION MATRICES. THE SECOND PRESENTS PROCEDURES USED IN COMPUTING ANNUAL CHANGE FACTORS FOR EACH OCCUPATION IN EACH AREA, FOR THE PERIOD 1970-80 GIVEN THE BENCHMARK YEARS DATA FOR 1970, 1975, AND 1980. A LISTING OF INDUSTRIES AND OCCUPATIONS IS APPENDED. (KB)

VT 101 373
KANUK, JOHN
THE EFFECTS OF SELECTED AREA VOCATIONAL-TECHNICAL SCHOOL SCHEDULES ON STUDENTS' VOCATIONAL ACHIEVEMENT.

PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - DEC73 134P. ED.D. THESIS, PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.

DESCRIPTORS - *ACHIEVEMENT; STUDENT IMPROVEMENT; AREA VOCATIONAL SCHOOLS; *SCHEDULE MODULES; *STUDENT ATTITUDES; *STUDENT MOTIVATION; DOCTORAL THESES
IDENTIFIERS - PENNSYLVANIA

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE RELATIONSHIPS BETWEEN THE SCHEDULE MODELS OF SELECTED AREA VOCATIONAL-TECHNICAL SCHOOLS (AVTS) AND THE EFFECTIVENESS OF THESE MODELS IN CONTRIBUTING TOWARDS THE STUDENTS' VOCATIONAL ACHIEVEMENT. THE SELECTED SCHEDULES WERE LIMITED TO PART-TIME AVTS OF PENNSYLVANIA WITHIN TWO VOCATIONAL PROGRAMS, AUTOMOTIVE MECHANICS AND MACHINE TRADES SHOPS. THE STATISTICAL DESIGN INCORPORATED WAS A SIX-CELLED FACTORIAL MODEL WITH POST-TEST MEASURES ONLY. THE SAMPLE CONSISTED OF 189 JUNIOR AND SENIOR STUDENTS. THE RESULTS SUGGEST THAT THE AVTS SCHEDULE DOES HAVE A SIGNIFICANT EFFECT ON THE STUDENTS' VOCATIONAL ACHIEVEMENT, THEIR MOTIVATION, AND THEIR ATTITUDES TOWARD THEIR SCHEDULES. TRAVEL TIME FOR THE STUDENT BODY DOES NOT SEEM TO HAVE A SIGNIFICANT EFFECT ON THE STUDENTS IN TERMS OF VOCATIONAL ACHIEVEMENT, MOTIVATION, OR SCHEDULE ATTITUDE. THE RESULTS OF THIS STUDY INDICATE LONGER ROTATION PLANS FAVORED VOCATIONAL ACHIEVEMENT, MOTIVATION AND ATTITUDE. (KB)

VT 101 374
ROBANSEK, RON
SCHOOL BASED JOB PLACEMENT SERVICE MODEL. YEAR END REPORT. 1973-74.

GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL, JOHNSTOWN, PA.
PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 08JUL74 40P.

DESCRIPTORS - *JOB PLACEMENT; STUDENT PLACEMENT; *OCCUPATIONAL SURVEYS; EMPLOYMENT OPPORTUNITIES; VOCATIONAL FOLLOWUP; *EMPLOYMENT SERVICES
IDENTIFIERS - GREATER JOHNSTOWN AREA VOCATIONAL TECHNICAL SCHOOL

ABSTRACT - THE SCHOOL BASED JOB PLACEMENT SERVICE MODEL WAS IMPLEMENTED AT THE GREATER JOHNSTOWN AREA VOCATIONAL TECHNICAL SCHOOL IN FEBRUARY 1974 WITH THE FOLLOWING OBJECTIVES: (1) PLACEMENT AND FOLLOWUP SERVICES FOR ALL YOUTH COMMENSURATE WITH THEIR ABILITIES AND INTERESTS, (2) PREPARATION ACTIVITIES DIRECTED TO ALL YOUTH EXITING SCHOOL WHICH WILL ENABLE THEM TO OBTAIN AND RETAIN EMPLOYMENT, AND (3) ESTABLISH LINES OF COMMUNICATION WITH THE BUREAU OF EMPLOYMENT

SECURITY. THIS IS A REPORT ON THAT JOB PLACEMENT SERVICE MODEL. RECOMMENDATIONS INCLUDE: (1) INCREASE STUDENT RELEASE TIME FROM SCHOOL TO ALLOW FOR JOB SEARCHES, (2) COORDINATE CO-OP AND PLACEMENT OFFICE ACTIVITIES, AND (3) COORDINATION OF JOB OPENINGS AND STUDENT GRADUATION. DEVELOPMENT OF JOB PLACEMENT CENTER, ROLE OF CAREER PLACEMENT SPECIALIST, FOLLOWUP PROCEDURE, AND SUPPLEMENTAL FORMS APPENDED. (KB)

VT 101 375
GRANDE, JOSEPH J.; FEHNEL, BARRY J.
JOB PLACEMENT PROGRAM. FINAL REPORT.

READING-MUHLENBERG AREA VOCATIONAL-TECHNICAL SCHOOL, READING, PA.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 23JUL74 44P.

DESCRIPTORS - *JOB PLACEMENT; STUDENT PLACEMENT; EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; VOCATIONAL FOLLOWUP; *EMPLOYMENT SERVICES
IDENTIFIERS - READING-MUHLENBERG AREA VOCATIONAL TECHNICAL SCHOOL

ABSTRACT - A JOB PLACEMENT CENTER WAS ESTABLISHED AT THE READING-MUHLENBERG AREA VOCATIONAL TECHNICAL SCHOOL DURING THE 1973-1974 SCHOOL YEAR WITH THE FOLLOWING OBJECTIVES: (1) PLACEMENT AND FOLLOWUP SERVICES FOR ALL YOUTH COMMENSURATE WITH THEIR ABILITY AND INTEREST, (2) PREPARATION ACTIVITIES WHICH WILL ENABLE YOUTH EXITING SCHOOL TO OBTAIN AND RETAIN EMPLOYMENT, AND (3) ESTABLISH LINES OF COMMUNICATION WITH THE BUREAU OF EMPLOYMENT SECURITY AND INDUSTRY WHICH WILL FACILITATE THE SUCCESSFUL ENTRY OF YOUTH EXITING SCHOOL INTO THE LABOR MARKET. THIS FINAL REPORT LISTS STEPS TAKEN BY THE JOB PLACEMENT CENTER DIRECTOR CONCERNING MEETINGS, BUREAU OF EMPLOYMENT SECURITY'S EMPLOYER LIST, VISITATION OF EMPLOYERS AND PUBLIC RELATIONS. RECOMMENDATIONS INCLUDE: (1) AVAILABILITY OF AN OUTSIDE TELEPHONE TO BUSINESS EDUCATION INSTRUCTORS AT THE HOME SCHOOL, (2) PERIODIC MEETINGS WITH BUSINESS EDUCATION INSTRUCTORS AND THE JOB PLACEMENT SPECIALIST, AND (3) EXPANSION OF SERVICES. APPENDED ARE DESIGNED FORMS AND THE EMPLOYMENT SURVEY OF 1974 GRADUATES. (KB)

VT 101 376
DECISION-MAKING IN FAMILIES OF MEXICAN DESCENT. FINAL REPORT.

ARIZONA STATE UNIV., TEMPE.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 51P.

DESCRIPTORS - *MEXICAN AMERICANS; *DECISION MAKING; *FAMILY ROLE; LIVING STANDARDS; CASE STUDIES; NORMS; RESEARCH PROJECTS
IDENTIFIERS - ARIZONA

ABSTRACT - THIS FINAL REPORT DESCRIBES AN EXPLORATORY PILOT STUDY OF DECISION-MAKING IN FAMILIES OF MEXICAN HERITAGE THAT WAS CARRIED OUT BETWEEN FEBRUARY AND JULY, 1974. A NORMATIVE MODEL OF DECISION RATIONALITY AND MEASUREMENT (FAMILY PROBLEM INSTRUMENT--FPI) WAS ADAPTED FROM PREVIOUS RESEARCH. TAPE-RECORDED DATA WERE PROVIDED BY 27 FAMILIES. HUSBANDS AND WIVES RESPONDED SEPARATELY TO FAMILY DECISION SITUATIONS WHICH WERE CONSTRUCTED AND REVISED IN SEVERAL STAGES. RESULTS INDICATED THAT ATTAINED DECISION RATIONALITY LEVELS VARIED BY PROBLEM AREA, BY DECISION DIMENSION, AND BY FAMILY ROLE. IN GENERAL, FAMILIES REACHED A MIDDLE LEVEL OF DECISION RATIONALITY, AS MEASURED WITHIN THE LIMITATIONS IMPOSED BY A NORMATIVE MODEL OF DECISION-MAKING. BASED ON THE FINDINGS, EIGHT FAMILY PROFILES OR CASE STUDIES WERE CONSTRUCTED. UNDERSTANDING DECISION BEHAVIOR IS ESSENTIAL IN ORDER TO ASSIST FAMILIES TO EFFECTIVELY IMPROVE THEIR LEVELS OF INCOME AND STANDARDS OF LIVING. BECAUSE A SMALL, PURPOSIVELY SELECTED SAMPLE WAS USED, THE RESULTS ARE NOT GENERALIZABLE BEYOND THE FAMILIES INVOLVED. REPLICATION WITH A RANDOMLY CHOSEN REPRESENTATIVE SAMPLE WOULD HELP TO ENSURE GENERALIZATION. (AUTHOR/LJ)

VT 101 377
DAVIS, FRANK SAMUEL, JR.
AN EDUCATIONAL APPLICATION OF QUEUEING THEORY.

PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 180P. PH.D. THESIS, PITTSBURGH UNIV., PA.

DESCRIPTORS - *EDUCATIONAL ADMINISTRATION; *SIMULATION; *COMPUTER PROGRAMS; *STATISTICAL ANALYSIS; *HIGH SCHOOL CURRICULUM; DOCTORAL THESES
IDENTIFIERS - QUEUING THEORY

ABSTRACT - THE PURPOSE OF THIS RESEARCH STUDY WAS TO DEVELOP A

PROCEDURE TO SIMULATE THE TYPE OF CLASSROOM WHERE STUDENTS ARE WORKING INDIVIDUALLY SO THAT AN ADMINISTRATOR CAN MAKE DECISIONS REGARDING THAT EDUCATIONAL SETTING. THE AUTHOR HOPED TO ADAPT QUEUING THEORY TO THE CLASSROOM SITUATION AND DEVELOP A COMPUTER SIMULATION MODEL WHICH WOULD ALLOW AN ADMINISTRATOR TO MANIPULATE THE NUMBER OF STUDENTS AND TEACHERS IN A GIVEN CLASSROOM SITUATION IN ORDER TO ACHIEVE OPTIMAL ATTENTION TO STUDENT PROBLEMS WHILE MAINTAINING TOLERABLE LIMITS OF TEACHER IDLE TIME. HIGH SCHOOL CLASSROOMS WHERE STUDENTS IN THEIR SECOND OR THIRD SEMESTER OF LEARNING TYPEWRITING OR OFFICE MACHINES WERE USED AS MODELS FROM WHICH A FORTRAN PROGRAM WAS WRITTEN. A SELECTED BIBLIOGRAPHY IS PROVIDED AND THE APPENDIXES INCLUDE THE FORTRAN FLOW CHART AND COMPUTER PROGRAM. (LJ)

VT 101 378
EDUCATIONAL NEEDS ASSESSMENT OF ADULTS IN THE GLOBE-MIAMI AREA. FINAL REPORT.

EASTERN ARIZONA COLL., THATCHER.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 69P.

DESCRIPTORS - *ADULT VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *VOCATIONAL EDUCATION; OCCUPATIONAL INFORMATION; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL SURVEYS

ABSTRACT - TO DETERMINE THE: (1) EDUCATIONAL DESIRES AND ASPIRATIONS OF THE COMMUNITY, (2) MANPOWER TRAINING AND EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY, (3) DIFFERENT TYPES OF VOCATIONAL TRAINING PROGRAMS AVAILABLE IN THE GLOBE-MIAMI AREA AND THE AGENCIES OFFERING THESE PROGRAMS, AND (4) TYPES OF VOCATIONAL PROGRAMS NEEDED WITHOUT DUPLICATING OTHER AGENCY TRAINING EFFORTS, A NEEDS ASSESSMENT OF THE GLOBE-MIAMI AREA WAS CONDUCTED. PROCEDURES FOLLOWED INCLUDED SURVEYING: HIGH SCHOOL JUNIORS, SENIORS, PARENTS OF SENIORS, STUDENTS ENROLLED AT EASTERN ARIZONA COLLEGE, BUSINESS AND INDUSTRY, AND PUBLIC AND PRIVATE AGENCIES OFFERING VOCATIONAL EDUCATION PROGRAMS. AN ANALYSIS OF DATA RECOMMENDED FULL DEVELOPMENT OF THE FOLLOWING PROGRAMS: BUSINESS, SALES/MID-MANAGEMENT, SECRETARIAL, AUTO/DIESEL MECHANICS, JUSTICE ADMINISTRATION, AND HOME ECONOMICS. AREAS RECOMMENDED FOR FURTHER INVESTIGATION WERE: ELECTRONICS, DRAFTING, MINING TECHNOLOGY, AND PROGRAMS FOR HANDICAPPED. AREAS RECOMMENDED FOR EXPANSION WERE: GENERAL AND TRANSFER PROGRAMS, AND SPECIAL INTEREST COURSES. (KB)

VT 101 379
CIAVARELLA, MICHAEL A.
CAREER EDUCATION IN PENNSYLVANIA: THE FIRST YEAR EVALUATIONS OF FOUR MAJOR PROJECTS.

SHIPPENSBURG STATE COLL., PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 197P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM EVALUATION; EVALUATION METHODS; *SUMMATIVE EVALUATION
IDENTIFIERS - *PENNSYLVANIA

ABSTRACT - THIS DOCUMENT CONTAINS A THIRD PARTY EVALUATION OF FOUR SELECTED CAREER EDUCATION PROJECTS IN PENNSYLVANIA. THIS INTEGRATED REPORT ALLOWS THE COORDINATOR TO DOCUMENT IN ONE PLACE NOT ONLY THE INDIVIDUAL PROGRAMS BUT ALSO THE COMMONALITIES AND/OR DISPARITIES WHICH EXIST AMONG THEM. THE FOUR EVALUATION PROJECTS, INVOLVING A VOCATIONAL-TECHNICAL SCHOOL, A JUNIOR HIGH SCHOOL, AND TWO SCHOOL DISTRICTS, ARE DEALT WITH SEPARATELY. EACH EVALUATION CONTAINS A PROGRAM DESCRIPTION, EVALUATION STRATEGY AND PROCEDURE, STATISTICAL DATA, CONCLUSIONS, AND RECOMMENDATIONS. THE APPENDICES INCLUDE SOME OF THE EVALUATION DEVICES EMPLOYED DURING THE COURSE OF THE FOUR OBSERVATION PERIODS. (KH)

VT 101 380
SEWELL, SUSAN
CONCEPTUAL FRAMEWORK FOR CONDUCTING COST-BENEFIT STUDIES IN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION. FINAL REPORT.

SOUTHWEST WISCONSIN VOCATIONAL-TECHNICAL INST., FENNIMORE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - AUG74 49P.

DESCRIPTORS - *COST EFFECTIVENESS; *POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADULT EDUCATION; ECONOMIC FACTORS; MODELS
IDENTIFIERS - WISCONSIN

ABSTRACT - AS THIS FINAL REPORT STATES, RESEARCH WAS CONDUCTED TO DEVELOP A CONCEPTUAL FRAMEWORK AND RECOMMENDATIONS FOR CONDUCTING COST-BENEFIT ANALYSIS STUDIES OF POST SECONDARY VOCATIONAL, TECHNICAL, AND ADULT EDUCATION IN WISCONSIN. SIXTY-FOUR COST-BENEFIT

STUDIES IN DIFFERENT AREAS OF VOCATIONAL-TECHNICAL EDUCATION WERE REVIEWED. FROM THE RESEARCH, THE CATEGORIES OF VARIABLES OF COST-BENEFIT STUDIES THAT WERE IDENTIFIED INCLUDE PRIVATE AND SOCIAL, ECONOMIC AND NON-ECONOMIC, COSTS AND BENEFITS IN ALL POSSIBLE COMBINATIONS. ALSO FOUND IN THE STUDIES WERE FACTORS THAT INFLUENCE COST-BENEFIT STUDIES, INVESTIGATION TECHNIQUES, AND COMMON PROBLEMS OF COST-BENEFIT STUDIES. THE REPORT CONCLUDED INDICATING THAT THE RESEARCH FINDINGS SHOULD SERVE AS A GUIDE FOR CONDUCTING COST-BENEFIT STUDIES IN WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT EDUCATION. A BIBLIOGRAPHY IS PROVIDED. (AUTHOR/LJ)

VT 101 381
GUSTAFSON, RICHARD A.;
SANTAVIELLO, ALFRED G.
CAREER EDUCATION - NORTH KINGSTOWN: A MODEL FOR OPEN EDUCATION AND COMMUNITY RESPONSIBILITY. INTERIM EVALUATION REPORT.

CEDAR ASSOCIATES, KEENE, N.H.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5304
PUB DATE - 74 23P.

DESCRIPTORS - *CAREER EDUCATION; *INDIVIDUALIZED INSTRUCTION; *OPEN EDUCATION; INDIVIDUALIZED PROGRAMS; ELEMENTARY GRADES; SECONDARY GRADES; *VOCATIONAL INTERESTS; *INTERDISCIPLINARY APPROACH; PROJECT EVALUATION
IDENTIFIERS - *NORTH KINGSTOWN

ABSTRACT - THIS EVALUATION REPORT ADDRESSES THE FIRST YEAR'S EFFORTS OF A THREE YEAR PROJECT DESIGNED TO PLAN, PILOT TEST, AND IMPLEMENT A K-14 CAREER EDUCATION PROGRAM IN A RHODE ISLAND PUBLIC SCHOOL SYSTEM. DURING THE SUMMER OF 1973, TEAMS OF TEACHERS FROM EACH OF THREE SCHOOLS DEVELOPED CURRICULUM MATERIALS GEARED TO AN INTERDISCIPLINARY APPROACH TO CAREER AWARENESS, CAREER ORIENTATION, AND CAREER PREPARATION. AN INDIVIDUALIZED METHOD OF INSTRUCTION CALLED FOR THE STUDENT TO SELECT AN AREA OF OCCUPATIONAL INTEREST AND THEN TO CONTRACT WITH EACH TEACHER ON HIS TEAM TO DESIGN APPROPRIATE ACTIVITIES RELATED TO HIS SUBJECT AREA. THESE ACTIVITIES MET WITH SUCCESS AT THE JUNIOR HIGH SCHOOL, BUT WITH LIMITED SUCCESS AT THE ELEMENTARY AND HIGH SCHOOLS. IN ADDITION TO THE CLASSROOM COMPONENTS, SEGMENTS OF THE PROJECT ADDRESSING GUIDANCE, COUNSELING, AND PLACEMENT WERE DEVELOPED. VARIOUS PROJECT EVALUATION INSTRUMENTS AND REPORTS ARE APPENDED. (KH)

VT 101 382
LAFERTE, ORRIN
CAREER EDUCATION - NORTH KINGSTOWN: A MODEL FOR OPEN EDUCATION AND COMMUNITY RESPONSIBILITY. INTERIM REPORT.

NORTH KINGSTOWN SCHOOL DEPT., R.I

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5304
PUB DATE - 26JUL74 49P.

DESCRIPTORS - *CAREER EDUCATION; *OPEN EDUCATION; *COMMUNITY RESPONSIBILITY; *MODELS; ELEMENTARY EDUCATION; SECONDARY EDUCATION; *JOB PLACEMENT; COOPERATIVE PROGRAMS
IDENTIFIERS - NORTH KINGSTOWN SCHOOL DEPARTMENT

ABSTRACT - THIS IS AN INTERIM REPORT ON A CAREER EDUCATION PROJECT DESIGNED TO: (1) INCREASE STUDENT SELF-AWARENESS, (2) DEVELOP FAVORABLE ATTITUDES ABOUT THE PERSONAL, SOCIAL AND ECONOMIC SIGNIFICANCE OF WORK, (3) DEVELOP AND PRACTICE CAREER DECISION MAKING SKILLS, (4) DEVELOP CAREER AWARENESS IN GRADES K-5, (5) DEVELOP CAREER ORIENTATION IN GRADES 6-9, (6) PROVIDE WORK EXPERIENCE AND COOPERATIVE EDUCATION IN GRADES 10-14, (7) INSURE PLACEMENT IN A JOB OR CONTINUED EDUCATION, AND (8) PROVIDE GUIDANCE AND COUNSELING SERVICES. TWENTY-FIVE TEACHERS WERE TRAINED. THE ELEMENTARY PROGRAM WAS BASED ON OPEN EDUCATION TEACHING TECHNIQUES UTILIZING AN INTEGRATION OF BASIC ACADEMIC CONTENT WITH CAREER EDUCATION ACTIVITIES. AT THE JUNIOR AND SENIOR HIGH LEVEL TEACHERS WERE TRAINED IN GUIDANCE, DECISION-MAKING TECHNIQUES, AND METHODS OF FORMULATING INDIVIDUAL CAREER RELATED CONTRACTS. THE RESULTS AND ACCOMPLISHMENTS ARE: (1) THE ELEMENTARY PROGRAM IS READY FOR DIFFUSION, (2) THE SECONDARY PROGRAM IS UNDER REVIEW, (3) THE ADVISORY COUNCIL WAS APPOINTED AND IS FUNCTIONING AS COMMUNICATION LINKAGE WITH THE COMMUNITY, AND (4) THE PLACEMENT PROGRAM IS FUNCTIONING. PROGRAM IMPLEMENTATION STEPS, PROGRAM IMPLEMENTATION CHECKLIST, SUMMARY REPORT PROGRAM IMPLEMENTATION CHECKLIST FINDINGS, AND THE CAREER EDUCATION ADVISORY COMMITTEE REPORT ARE APPENDED. (KB)

VT 101 383
THE BUSINESS/LABOR/EDUCATION

PROFESSIONAL DEVELOPMENT PARTNERSHIP.

ECKMAN CENTER, WOODLAND HILLS, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION, DENVER.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 90P.

DESCRIPTORS - *TEACHER EDUCATION; *WORKSHOPS; *COOPERATIVE PLANNING; STATEWIDE PLANNING; EDUCATIONAL PLANNING; INTERNSHIP PROGRAMS; EXCHANGE PROGRAMS; *INSERVICE PROGRAMS; *PRESERVICE EDUCATION

ABSTRACT - THIS REPORT DESCRIBES THE PLANNING, DEVELOPMENT AND CONDUCT OF A UNIQUE PLANNING WORKSHOP HELD FOR EDUCATORS, BUSINESS, INDUSTRY AND LABOR REPRESENTATIVES OF SEVEN STATES. THE WORKSHOP WAS UNIQUE IN THAT THE OBJECTIVES SET WERE "OUTPUT PRODUCT" ORIENTED AND NOT PARTICIPANT BEHAVIOR ORIENTED. EACH STATE TEAM SUCCESSFULLY COMPLETED A PLAN FOR THE STATEWIDE DELIVERY OF PROFESSIONAL EDUCATOR PRE-SERVICE AND INSERVICE TRAINING UTILIZING A COOPERATIVE APPROACH. PROJECT EVALUATION RESULTS INDICATED THAT ALL PROJECT OBJECTIVES WERE MET. RECOMMENDATIONS FOR FUTURE ACTION ARE PROPOSED. (AUTHOR/KB)

VT 101 384
COKER, ROBERT U.
PROCEEDINGS OF THE SPRING MEETING OF THE SOUTHWIDE RESEARCH COORDINATING COUNCIL.

TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION, NASHVILLE.; TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
TENNESSEE UNIV., KNOXVILLE, OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, 909 MOUNTCASTLE STREET, KNOXVILLE, TN 37916
PUB DATE - 22MAY74 24P.

DESCRIPTORS - *CONFERENCE REPORTS; SPEECHES; *MANAGEMENT INFORMATION SYSTEMS; *RESEARCH COORDINATING UNITS; RESEARCH; DEVELOPMENT; *RESEARCH AND DEVELOPMENT CENTERS

ABSTRACT - THE PRIMARY FOCUS OF ATTENTION AT THE SPRING MEETING OF THE SOUTHWIDE RESEARCH COORDINATING COUNCIL (SRCC), MAY 20-22, 1974, IN KNOXVILLE, TENNESSEE WAS TO DESCRIBE AND DEMONSTRATE THE MANAGEMENT INFORMATION SYSTEM COMPONENTS THAT HAD BEEN DEVELOPED BY VARIOUS SOUTHEASTERN STATE VOCATIONAL EDUCATION AGENCIES. REPORTS WERE ALSO GIVEN CONCERNING RESEARCH AND DEVELOPMENT ACTIVITIES AS VIEWED FROM THE NATIONAL SCENE AND RESEARCH AND DEVELOPMENT ACTIVITIES FROM TWO NATIONAL CENTERS. THIS REPORT CONTAINS A BRIEF ABSTRACT FROM EACH MAJOR PRESENTATION AND/OR DISCUSSION SESSION AT THE SPRING MEETING OF THE SRCC. AN AGENDA AND A LIST OF PRESENTERS AND PARTICIPANTS IS APPENDED. (KB)

VT 101 385
COPA, GEORGE; KORPI, ROBERT W.
THE NEED FOR AND SOURCES OF TEACHERS IN VOCATIONALLY REIMBURSED POSITIONS IN MINNESOTA.

MINNESOTA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL74 48P.

DESCRIPTORS - *TEACHER SUPPLY AND DEMAND; *VOCATIONAL EDUCATION TEACHERS; EDUCATIONAL ASSESSMENT; *PART TIME TEACHERS; SPECIAL EDUCATION TEACHERS; PREDICTION
IDENTIFIERS - MINNESOTA

ABSTRACT - THIS REPORT PRESENTS THE RESULTS OF A PROJECT IN THE RESEARCH PROGRAM AREA OF TEACHER EDUCATION CONDUCTED BY THE MINNESOTA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION. THE SPECIFIC OBJECTIVES OF THIS PROJECT WERE TO: (1) PROVIDE AN ESTIMATE FOR FUTURE NEED FOR TEACHERS IN VOCATIONALLY REIMBURSED TEACHING POSITIONS IN MINNESOTA, AND (2) IDENTIFY AND DESCRIBE THE RELATIVE SIZE OF SOURCES OF TEACHERS IN THESE POSITIONS. CONDUCT OF THE STUDY WAS ACCOMPLISHED IN TWO PHASES. THE FIRST PHASE EMPLOYED THE DELPHI TECHNIQUE WITH A GROUP OF EXPERTS AND THE SECOND PHASE INVOLVED SAMPLING SCHOOLS HAVING VOCATIONAL EDUCATION PROGRAMS WITH VOCATIONALLY REIMBURSED POSITIONS. THE FINDINGS SHOW: (1) A NEED FOR APPROXIMATELY 370 NEW TEACHERS EACH YEAR OVER THE NEXT FIVE YEARS, (2) THE ESTIMATED AVERAGE ANNUAL TOTAL NUMBER OF FULL-TIME TEACHERS IN VOCATIONALLY REIMBURSED POSITIONS OVER THE NEXT FIVE YEARS WILL BE APPROXIMATELY 4750, (3) A NUMBER OF REIMBURSED TEACHERS IN NEW PROGRAM LEVELS WILL BE ADDED IN THE NEXT FIVE YEARS, AND (4) EACH PROGRAM AREA HAS A LARGE NUMBER OF PART-TIME TEACHERS FOR ADULT PROGRAMS. SUMMARY DATA ON FUTURE DEMAND AND AVERAGE ANNUAL GROWTH OR DECLINE OF TEACHERS, AND SUMMARY DATA ON FACTORS AFFECTING THE SUPPLY OF TEACHERS IS APPENDED. (AUTHOR/KB)

VT 101 386

BROADENING ELEMENTARY VOCATIONAL CONCEPTS. INTERIM EVALUATION REPORT, BUDGET PERIOD JULY 1, 1972-JUNE 30, 1973.

JACKSON COUNTY REORGANIZED SCHOOL DISTRICT 7, LEE'S SUMMIT, MO.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 17P.

DESCRIPTORS - *ELEMENTARY EDUCATION; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; *PROGRAM EVALUATION
IDENTIFIERS - MISSOURI

ABSTRACT - THIS INTERIM REPORT OF THE JACKSON COUNTY REORGANIZED SCHOOL DISTRICT 7, MISSOURI EVALUATES THE SIXTH GRADE PROGRAM FOR BROADENING ELEMENTARY VOCATIONAL CONCEPTS. FOR EACH OBJECTIVE STATED THERE IS A LIST OF ACTIVITIES FOLLOWED BY THE RESULTS OF THE EVALUATION OF THAT OBJECTIVE. EVALUATION WAS BASED ON MEAN GAINS OF THE EXPERIMENTAL AND CONTROL GROUPS WITH A LEVEL OF SIGNIFICANCE SET AT .10. MEETINGS AND/OR PRESENTATIONS, CAREER EDUCATION INTERVIEWS, FIELD TRIPS, FILMS, AND SUGGESTIONS FOR SETTING UP A SIMILAR PROJECT ARE ALSO LISTED. (KB)

VT 101 387
HOHENSHIL, THOMAS H., ED.
NEW DIMENSIONS IN THE CAREER DEVELOPMENT OF WOMEN.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.; VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, BLACKSBURG.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPARTMENT OF EDUCATION, RICHMOND, VA. 23216 ($3.00, ORDER NUMBER CP-2)
PUB DATE - JUN74 132P.

DESCRIPTORS - *CONFERENCE REPORTS; SPEECHES; *VOCATIONAL DEVELOPMENT; *VOCATIONAL COUNSELING; *CAREER EDUCATION; *FEMALES; EDUCATIONAL TELEVISION; ELEMENTARY EDUCATION; SECONDARY EDUCATION

ABSTRACT - APPROXIMATELY TWO-HUNDRED TEACHERS, COUNSELORS, ADMINISTRATORS AND UNIVERSITY PERSONNEL FROM FOUR STATES PARTICIPATED IN THE THIRD ANNUAL CONFERENCE FOR CAREER COUNSELING AND VOCATIONAL EDUCATION. THE GENERAL PURPOSE OF THE CONFERENCE, CONDUCTED MARCH 8-9, 1974, WAS TO EXAMINE CURRENT VIEWS AND PROGRAMS REGARDING THE CAREER DEVELOPMENT OF WOMEN, WITH SPECIAL EMPHASIS ON PUBLIC SCHOOL AND COMMUNITY COLLEGE PROGRAMMING. THIS REPORT CONTAINS THE TEXTS OF THE MAJOR ADDRESSES. IN ADDITION, FIVE EXEMPLARY CAREER DEVELOPMENT PROGRAMS IN THE COMMONWEALTH OF VIRGINIA DESCRIBED THEIR PROGRAMS WHICH RANGED FROM ELEMENTARY SCHOOL THROUGH COMMUNITY COLLEGE LEVELS OF THE EDUCATIONAL SYSTEM. THE AGENDA AND A LIST OF CONFERENCE PARTICIPANTS ARE APPENDED. (AUTHOR/KB)

VT 101 388
MACLEOD, GEORGE H.
REVAMP: REVITALIZE THE VOCATIONAL AND ACADEMIC MULTIFARIOUS PROGRAM THROUGH CAREER EDUCATION. FINAL REPORT.

SOUTH PORTLAND BOARD OF EDUCATION, MAINE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-5305
PUB DATE - JUL74 353P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL EDUCATION; *CURRICULUM DEVELOPMENT; *OCCUPATIONAL GUIDANCE; RESOURCE CENTERS; ELEMENTARY GRADES; JUNIOR HIGH SCHOOLS; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION
IDENTIFIERS - MAINE

ABSTRACT - THIS FINAL REPORT FOR THE PERIOD COVERING JULY 1973 THROUGH JUNE 1974 DESCRIBES THE ACTIVITIES OF THE REVITALIZE THE VOCATIONAL AND ACADEMIC MULTIFARIOUS PROGRAM THROUGH CAREER EDUCATION. ACCOMPLISHMENTS INCLUDED THE DEVELOPMENT OF THE HANDBOOK OF CAREER EDUCATION ACTIVITIES FOR ELEMENTARY TEACHERS PRESENTED IN APPENDIX A, A REVISED MATH CURRICULUM DEVELOPED TO BETTER COMPLEMENT THE HIGH SCHOOL VOCATIONAL PROGRAMS, A GUIDANCE COMPONENT FOR GRADES 7-12, CAREER INFORMATION RESOURCE CENTERS FOR THE JUNIOR AND SENIOR HIGH SCHOOLS, AND TEACHER INSERVICE ACTIVITIES. THE THIRD PARTY EVALUATION TEAM VIEWED THE FIRST YEAR AS SUCCESSFUL. THE APPENDIXES INCLUDE OTHER HANDBOOKS AND REPORTS DEVELOPED DURING THE YEAR. (LJ)

VT 101 389
SPOONER, KENDRICK
VOCATIONAL YOUTH ORGANIZATIONS. ARE THEY NEEDED?

COLORADO RESEARCH COORDINATING UNIT, FT. COLLINS.; COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION, DENVER.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 85P.

DESCRIPTORS - *SURVEYS; *YOUTH CLUBS; *VOCATIONAL INTERESTS; EVALUATION METHODS
IDENTIFIERS - COLORADO

ABSTRACT - THE PRIMARY FOCUS OF THIS STUDY WAS TO SECURE EVIDENCE TO SUPPORT OR REJECT THE ASSUMPTION THAT VOCATIONAL YOUTH ORGANIZATIONS ARE AN ESSENTIAL AND NECESSARY PART OF SECONDARY VOCATIONAL EDUCATION PROGRAMS IN THE STATE OF COLORADO. FIVE POPULATIONS WERE SURVEYED AND SPECIFIC QUESTIONNAIRES WERE DEVELOPED FOR VOCATIONAL STUDENTS, PARENTS, EMPLOYERS, TEACHERS, AND ADMINISTRATORS. THE FINDINGS SHOW AN OVERALL POSITIVE PERCEPTION OF VOCATIONAL YOUTH ORGANIZATIONS BY STUDENTS, TEACHERS, ADMINISTRATORS, PARENTS, AND EMPLOYERS. IN PRACTICE, THE ALLOCATION OF RESOURCES, TIME, MONEY, AND FACILITIES INDICATES A LOW PRIORITY ON THE PART OF SCHOOLS TO SUPPORT VOCATIONAL YOUTH ORGANIZATIONS AS PART OF THE VOCATIONAL CURRICULUM. A LIST OF RECOMMENDATIONS, OBJECTIVES, INSTRUMENTS AND COVER LETTERS ARE APPENDED. (KB)

VT 101 390
CURTIS, C. M., AND OTHERS
EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES.

LOUISIANA STATE UNIV., BATON ROUGE. SCHOOL OF VOCATIONAL EDUCATION.
LOUISIANA RESEARCH COORDINATING UNIT, BATON ROUGE.
MF AVAILABLE IN VT-ERIC SET.
VOC-AG-ED-SER-32
PUB DATE - JUN74 144P.

DESCRIPTORS - *HIGH SCHOOL GRADUATES; *EDUCATIONAL EXPERIENCE; *VOCATIONAL FOLLOWUP; *EMPLOYMENT EXPERIENCE; PROMOTION (OCCUPATIONAL); *GRADUATE SURVEYS
IDENTIFIERS - LOUISIANA

ABSTRACT - THE PRIMARY OBJECTIVE OF THIS STUDY WAS TO SECURE INFORMATION ABOUT HIGH SCHOOL EXPERIENCES, POST HIGH SCHOOL EDUCATION OR TRAINING, AND THE OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES. IT WAS ALSO CONCERNED WITH THEIR ASPIRATIONS AND EXPECTATIONS. QUESTIONNAIRES WERE MAILED TO 4,700 LOUISIANA HIGH SCHOOL GRADUATES WHO GRADUATED DURING THE PERIOD 1956-1965. BASED ON THE RETURNS THE FOLLOWING CONCLUSIONS WERE DRAWN: (1) HIGH SCHOOL GRADUATES FOR THAT PERIOD OF TIME FIT WELL INTO AMERICAN SOCIETY, (2) THE OVERALL EDUCATIONAL PREPARATION OF GRADUATES WAS ADEQUATE, (3) A MAJORITY OF HIGH SCHOOL GRADUATES ENGAGED IN SOME TYPE OF POST-SECONDARY EDUCATION, (4) VOCATIONAL EDUCATION PROGRAMS WERE POPULAR, (5) MOST HIGH SCHOOL GRADUATES WERE EMPLOYED AND WERE PROGRESSING UP THE EMPLOYMENT LADDER, (6) GRADUATES DID NOT EXPERIENCE OCCUPATIONAL TRAINING IN HIGH SCHOOL, (7) JOB PLACEMENT WAS A PROBLEM, (8) GRADUATES HOLD FAVORABLE OPINIONS OF THEIR HIGH SCHOOL TRAINING, AND (9) COURSES TAKEN IN HIGH SCHOOL WERE NOT BENEFICIAL IN SEEKING EMPLOYMENT. COMMENTS AND SUGGESTIONS OFFERED BY RESPONDENTS, PARISHES PARTICIPATING IN THE STUDY, GUIDANCE COUNSELORS PARTICIPATING IN THE STUDY AND THE SURVEY INSTRUMENT ARE APPENDED. (AUTHOR/KB)

VT 101 391
MELUCCI, EDWARD M.J.
A HUMAN RESOURCES CAREER DEVELOPMENT MODEL FOR PAWTUCKET, RHODE ISLAND IN CONJUNCTION WITH THE PAWTUCKET MODEL CITIES AGENCY. FINAL REPORT.

PAWTUCKET CITY SCHOOL DEPT., R.I.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-1912(361)
PUB DATE - 01MAR74 346P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM DEVELOPMENT; PROGRAM EFFECTIVENESS; *EDUCATIONAL CHANGE; *COMPREHENSIVE PROGRAMS; CURRICULUM DEVELOPMENT; PILOT PROJECTS
IDENTIFIERS - *PAWTUCKET CITY SCHOOLS

ABSTRACT - THIS EXEMPLARY PROJECT SOUGHT TO DEVELOP A MODEL FOR CAREER EDUCATION STRESSING INNOVATIVE INSTRUCTIONAL PROGRAMS AND HANDS-ON EXPERIENCE. THE COMPREHENSIVE PROGRAM WAS OUTLINED TO ALLOW FOR EXPLORATION OF CAREERS BY STUDENTS AT ALL GRADE LEVELS. CURRICULA, GEARED TO PRESENTING MATERIAL IN A MANNER CONSISTENT WITH TEACHER PHILOSOPHIES, WERE DEVELOPED BY PARTICIPATING STAFF AT INSERVICE WORKSHOPS. THE MATERIALS CREATED BY THE PROJECT HAVE BEEN WIDELY DISSEMINATED THROUGHOUT THE COUNTRY TO DEVELOPING CAREER EDUCATION PROGRAMS. THE PROGRAM HAS MET WITH OVERALL SUCCESS IN ACCOMPLISHING ITS OBJECTIVES AND IN GENERATING COMMITMENT FROM ADMINISTRATORS, STAFF, AND STUDENTS. OPERATION OF THE PROGRAM WILL BE EXPERIMENTALLY ASSUMED BY THE GUIDANCE DEPARTMENT IN FISCAL YEAR 1975. THE MAJOR EMPHASIS WILL BE IN DEVELOPING A VIABLE CAREER PLAN FOR EACH STUDENT. (AUTHOR/KH)

VT 101 392
GRAY, KENNETH C.
IN-SCHOOL JOB PLACEMENT SERVICE

FOR SECONDARY SCHOOL STUDENTS. FINAL REPORT.

MOUNT ARARAT SCHOOL, TOPSHAM, MAINE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 30JUN74 40P.

DESCRIPTORS - *JOB PLACEMENT; *VOCATIONAL EDUCATION; *GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; *EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES

ABSTRACT - AN IN-SCHOOL JOB PLACEMENT SERVICE WAS ORGANIZED WITH THE FOLLOWING OBJECTIVES: (1) DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE EXTENT OF NEED FOR JOB PLACEMENT, (2) ORGANIZE AND CONDUCT A PROGRAM OF JOB PLACEMENT, (3) TEACH JOB-SEEKING AND JOB-KEEPING SKILLS, (4) PROVIDE JOB PLACEMENT, (5) CONDUCT A PROGRAM OF DISSEMINATION OF PROJECT MATERIALS AND EXPERTISE, AND (6) CONDUCT AN EVALUATION/FOLLOWUP. THE RESULTS OF THE EVALUATION INDICATE THAT ALL OBJECTIVES WERE MET. A SHORT AND INCLUSIVE NEEDS ASSESSMENT FORM WAS DEVELOPED AND EVALUATED. A PROGRAM OF JOB DEVELOPMENT WAS BEGUN. A JOB-SEEKING, JOB-KEEPING SEMINAR WAS FIELD TESTED AND FOUND EFFECTIVE. THE PLACEMENT RECORD WAS IMPRESSIVE. POST SECONDARY PLANS SURVEY, PUBLIC RELATIONS/NEWSPAPER ADS, JOB ORDERS, APPLICATIONS, COUNSELOR VISITATION FORMS/INTERVIEW CARDS, JOB-SEEKING SEMINAR AGENDA, LETTERS, PUBLIC SERVICE ANNOUNCEMENTS, JOB PROGRAM EVALUATION, AND A CONTRACT FOR GRADUATION ARE APPENDED. (KB)

VT 101 393
OLEXYN, P. L.
CANADIAN OCCUPATIONAL GROUPS.

TRAINING RESEARCH AND DEVELOPMENT STATION, PRINCE ALBERT (SASKATCHEWAN).
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
INFORMATION CANADA, P.O. BOX 1565, PRINCE ALBERT, SASKATCHEWAN S6V 5T2 CANADA ($7.95)
PUB DATE - NOV73 527P.

DESCRIPTORS - *OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL INFORMATION; *EMPLOYMENT QUALIFICATIONS; *DIRECTORIES
IDENTIFIERS - *CANADA

ABSTRACT - THIS COMPILATION OF 508 OCCUPATIONAL CLUSTERS IS INTENDED TO PRESENT YOUNG PEOPLE WITH OCCUPATIONAL INFORMATION USEFUL IN CAREER DECISION MAKING. INFORMATION GIVEN ON EACH ENTRY INCLUDES A LIST OF TITLES WITHIN THE OCCUPATIONAL GROUP, WORK PERFORMED, TRAINING AND ENTRY REQUIREMENTS, ADVANCEMENT AND TRANSFER POSSIBILITIES, AND A CODED PROFILE OF QUALIFICATIONS FOR WORKERS. AN INTRODUCTION IS USED TO DESCRIBE THE FEATURES OF THE CLASSIFICATION SYSTEM USED AND TO EXPLAIN HOW TO USE THE DIRECTORY. AN ALPHABETICAL INDEX TO CLUSTER TITLES IS PROVIDED. THE APPENDIX CONTAINS THE CODE USED IN WORKER FUNCTIONS IN RELATION TO DATA, PEOPLE, AND THINGS AND A GUIDE TO THE QUALIFICATIONS PROFILE FACTORS. (MU)

VT 101 394
BANTA, TRUDY, AND OTHERS
A TOPICAL BIBLIOGRAPHY OF WORK EDUCATION PROGRAMS, PROJECTS AND PROCEDURES.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
OEC-0-72-5024
TM-5086/000/00
PUB DATE - MAR73 136P.

DESCRIPTORS - *BIBLIOGRAPHIES; *WORK EXPERIENCE PROGRAMS; *PROJECTS; EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION; CAREER EDUCATION

ABSTRACT - GENERATED BY RESEARCH ON A SET OF CASE STUDIES OF 50 SUCCESSFUL AND INNOVATIVE PROGRAMS, THIS BIBLIOGRAPHY OF APPROXIMATELY 900 WORK EDUCATION PROGRAMS HAS RESULTED FROM A NUMBER OF SOURCES. THESE INCLUDE A SEARCH OF TEN YEARS OF THE "REVIEW OF PERIODICAL LITERATURE," THE "EDUCATION INDEX," AND THE "BUSINESS INDEX;" A REVIEW OF THE HOLDINGS OF THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES AND THE UNIVERSITY OF SOUTHERN CALIFORNIA; AND A SERIES OF BOTH MANUAL AND AUTOMATED SEARCHES OF ERIC HOLDINGS. FROM THE 2000 CITATIONS OBTAINED, THE COLLECTION WAS SCREENED FOR RELEVANCE TO THIS STUDY AND THIS COLLECTION HAS RESULTED. ENTRIES ARE CLASSIFIED UNDER THE FOLLOWING TOPICS: (1) DEVELOPMENT OF WORK EDUCATION PROGRAMS, (2) OPERATIONAL DETAILS, (3) RESEARCH AND DEVELOPMENT PROJECTS, (4) DESCRIPTIONS OF SPECIFIC PROGRAMS, (5) FOLLOWUP AND EVALUATION, (6) CAREER EDUCATION, (7) GENERAL, AND (8) BIBLIOGRAPHIES. ENTRIES WITHIN THE GROUPS ARE LISTED ALPHABETICALLY

BY AUTHOR AND CONTAIN THE TITLE, PUBLISHER AND DATE, NUMBER OF PAGES, AND AVAILABILITY. AN INTRODUCTION PROVIDES EXPLANATORY NOTES AND ABBREVIATIONS USED. (AUTHOR/MU)

VT 101 395
MODELS FOR CAREER EDUCATION IN IOWA. INFORMATION CENTERS IN CAREER EDUCATION. SELECTED OCCUPATIONS BY CLUSTERS FOR USE IN ELEMENTARY SCHOOLS. IMPLEMENTING CAREER EDUCATION IN THE SCHOOL CURRICULUM. FINAL REPORT.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. DEPT. OF AGRICULTURAL EDUCATION.
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF CAREER EDUCATION.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 159P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *ELEMENTARY EDUCATION; SELF CONCEPT; OCCUPATIONAL INFORMATION; *INSERVICE TEACHER EDUCATION
IDENTIFIERS - IOWA

ABSTRACT - DOCUMENTING THE PROJECT FOR THE TIME PERIOD FROM MARCH 1, 1971 TO FEBRUARY 28, 1974, THIS REPORT SUMMARIZES THE GOALS, ACTIVITIES, ACCOMPLISHMENTS, AND RECOMMENDATIONS OF A PROGRAM FOR PRECAREER EDUCATION IN IOWA. IN THE SCHOOLS OF NINE GEOGRAPHIC AREAS OF THE STATE, GRADES K THROUGH 8 HAVE INTEGRATED PRACTICES INTO THE CURRICULUM FOCUSING ON THE WORLD OF WORK WITH MATERIAL DEALING WITH SELF AWARENESS AND EDUCATIONAL AND CAREER AWARENESS. WORKSHOPS FOR INSERVICE TEACHER EDUCATION INVOLVED THE PARTICIPATING SCHOOL STAFFS AND OUTSIDE RESOURCE PERSONS WITH VARIOUS BACKGROUNDS AND EXPERTISE. CURRICULUM MATERIALS WERE PREPARED IN THE SUMMER OF 1973 WORKSHOP FOR USE IN THE NINE SCHOOLS. COMMITMENT TO THE PROGRAM AT THE STATE LEVEL HAS CONTINUED AND IN SOME SCHOOLS THE CONCEPT OF CAREER EDUCATION HAS BEEN WELL INTEGRATED INTO THE CURRICULUM. PARTICIPATION HAS INCREASED AMONG COMMUNITY, STUDENTS, AND TEACHERS. PLANS ARE RECOMMENDED FOR INCREASING THE NUMBER OF SCHOOLS AND CONSULTANTS INVOLVED AND FOR DEVELOPING ADDED INFORMATION SERVICES. (AUTHOR/MU)

VT 101 396
MILLER, JOSEPH ARTHUR
A COMPARISON BETWEEN AN AUTOMATED METHOD AND TWO CONVENTIONAL METHODS OF DATA COLLECTION FOR VOCATIONAL STUDENT FOLLOW-UP STUDIES.

DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
UNIVERSITY MICROFILMS LIBRARY SERVICES, XEROX CORP., ANN ARBOR, MI 48106.
PUB DATE - 73 160P. ED. D. THESIS, UNIVERSITY OF CALIFORNIA, LOS ANGELES.

DESCRIPTORS - *FOLLOWUP STUDIES; COMPUTER PROGRAMS; *COMPARATIVE ANALYSIS; *METHODS RESEARCH; DATA PROCESSING; *QUESTIONNAIRES; *VOCATIONAL FOLLOWUP; DOCTORAL THESES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS STUDY WAS CONDUCTED PRIMARILY TO DETERMINE THE APPLICABILITY OF THE IBM MARK SENSE METHOD OF AUTOMATED DATA HANDLING AS A MEANS OF COLLECTING AND PROCESSING FOLLOW-UP INFORMATION REGARDING FORMER VOCATIONAL EDUCATION STUDENTS IN CALIFORNIA. FIVE HUNDRED SIXTY-ONE FORMER STUDENTS REPRESENTING SIX GENERAL OCCUPATIONAL AREAS OF TRAINING AND THREE SCHOOL LEVELS (SECONDARY, POST-SECONDARY, AND ADULT) WERE SELECTED AS SUBJECTS AND WERE MAILED ONE OF THREE TYPES OF QUESTIONNAIRES. A TOTAL OF FIVE MAILINGS OF THE QUESTIONNAIRES INCLUDED VARIOUS INCENTIVES TO RESPOND SUCH AS A DIME, A DOLLAR BILL, AND A COLORED ENVELOPE. TIME AND COST COMPARISONS WERE MADE FOR PROCESSING; THE MARK SENSE QUESTIONNAIRES WERE HANDLED AUTOMATICALLY, WHILE THE CONVENTIONAL TYPES WERE MANUALLY KEY-PUNCHED AND PROCESSED. FINDINGS OF THE STUDY INDICATED THAT THE MARK SENSE RESPONSE MODE FUNCTIONS SATISFACTORILY. BESIDES ALLOWING RESPONDENTS' ANSWERS TO BE READ AUTOMATICALLY, THIS METHOD CAN BE USED TO PRECODE IDENTIFICATION NUMBERS INTO THE FORMS BEFORE MAILING. (KH)

VT 101 397
BREGMAN, RALPH
STUDY OF THE IMPACT OF CAREER EDUCATION PROJECTS ON THE ADMINISTRATIVE AND OPERATIONAL FUNCTIONS OF SCHOOL SYSTEMS.

DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 323P. ED.D. THESIS, CALIFORNIA UNIV., LOS ANGELES.

DESCRIPTORS - *CAREER EDUCATION; *EDUCATIONAL ADMINISTRATION; *SCHOOL DISTRICTS; *CASE STUDIES (EDUCATION); DOCTORAL THESES; *CURRICULUM PLANNING

ABSTRACT - THE MAIN FOCUS OF THIS RESEARCH REPORT IS AN ANALYSIS AND DESCRIPTION OF CHANGES, IF ANY,

THAT TOOK PLACE IN THE MANAGERIAL STRUCTURE AND/OR OPERATIONAL PATTERN OF SCHOOL SYSTEMS AFTER A CAREER EDUCATION PROGRAM WAS IMPLEMENTED. FOUR DEMOGRAPHICALLY DIVERSE SCHOOL SYSTEMS WITH EXEMPLARY PROGRAMS, AUTHORIZED UNDER PART D OF PUBLIC LAW 90-576, WERE SELECTED BY USE OF THE DIMENSIONAL SAMPLE APPROACH TO BE SUBJECTS OF THE STUDY. TWO METHODS, A CHECK LIST TO FACILITATE REVIEW OF PROJECT RECORDS AND A STRUCTURED PERSONAL INTERVIEW CONDUCTED ACCORDING TO THE CASE STUDY APPROACH, WERE USED TO OBTAIN DATA FOR THIS STUDY. AMONG THE RECOMMENDATIONS WERE SUGGESTIONS THAT SCHOOL DISTRICT OFFICIALS SHOULD ANTICIPATE CERTAIN CHANGES FOLLOWING IMPLEMENTATION OF CAREER EDUCATION AND SHOULD PLAN FOR ALLOCATION OF RESOURCES AND EVALUATION OF THESE ARRANGEMENTS. REFERENCES ARE PRESENTED AT THE END OF EACH CHAPTER AND A SELECTED BIBLIOGRAPHY FOR CAREER EDUCATION AND RELATED TOPICS IS INCLUDED. THE APPENDIXES SUPPLY INFORMATION ABOUT THE MATERIALS USED IN DATA COLLECTION. (AUTHOR/LJ)

VT 101 398
LEFEBVRE, JOAN ELINA
THE EFFECTIVENESS OF A SIMULATION GAME AS A METHOD TO TEACH TIME MANAGEMENT TO COLLEGE STUDENTS.

DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY72 119P. M.S. THESIS, OKLAHOMA STATE UNIV., STILLWATER.

DESCRIPTORS - *SIMULATION; *MANAGEMENT GAMES; *HOME ECONOMICS EDUCATION; *COLLEGE STUDENTS; *COLLEGE CURRICULUM; BIBLIOGRAPHIES; MASTERS THESES; INSTRUCTIONAL DESIGN; HOME MANAGEMENT

ABSTRACT - THIS MASTERS THESIS REPORTS THE DEVELOPMENT OF A SIMULATION GAME TO BE USED TO TEACH TIME MANAGEMENT IN BASIC HOME MANAGEMENT COLLEGE LEVEL COURSES. EVALUATION OF THE GAME WAS MADE BY ADMINISTERING AN ACHIEVEMENT TEST AS A PRETEST AND POSTTEST TO THE TIME MANAGEMENT UNIT. FURTHER EVALUATION WAS DONE BY ADMINISTERING A RATING SCALE TO MEASURE STUDENT OPINIONS TOWARD THE TIME MANAGEMENT GAME. THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE PRETEST AND POSTTEST SCORES, AND STUDENT OPINION WAS STRONGLY FAVORABLE TO THE GAME. THEREFORE, IT WAS RECOMMENDED THAT THIS GAME UNDERGO CONTINUING IMPROVEMENTS AND THAT THE POSSIBILITY OF DEVELOPING AND EVALUATING SIMULATION GAMES FOR USE IN OTHER AREAS OF HOME ECONOMICS BE EXPLORED. A BIBLIOGRAPHY IS FURNISHED AND THE APPENDIXES CONTAIN THE TIME MANAGEMENT GAME, STUDENT LEARNING ACTIVITIES USED IN THE GAME, EVALUATION INSTRUMENTS, AND SUMMARY OF THE EVALUATION. (AUTHOR/LJ)

VT 101 399
CHIALTAS, CHRIST T.
SELECTED BUSINESS EDUCATION CURRICULUM STANDARDS AND PRACTICES IN UNITED STATES PUBLIC SECONDARY SCHOOLS. SPRING, 1972.

DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 219P. ED.D. THESIS, CALIFORNIA UNIV., LOS ANGELES.

DESCRIPTORS - *SECONDARY SCHOOLS; *CURRICULUM DEVELOPMENT; *BUSINESS EDUCATION; *QUESTIONNAIRES; *ACADEMIC STANDARDS; DOCTORAL THESES

ABSTRACT - FOR THIS PROJECT, STATUS INFORMATION ABOUT STANDARDS OF CURRICULUM EXCELLENCE AND THE CORRESPONDING LEVELS OF PRACTICE IN SECONDARY BUSINESS EDUCATION WERE ASCERTAINED AND THE INTERRELATIONSHIPS BETWEEN THESE STANDARDS AND PRACTICES WERE THEN EXAMINED. SPECIFICALLY, THE DIFFERENCES BETWEEN THE PERCEPTIONS OF LEADERS IN THE FIELD OF BUSINESS EDUCATION AND BUSINESS DEPARTMENT CHAIRMEN WERE STUDIED. THE NECESSARY DATA WAS COLLECTED BY MEANS OF A MAILED OPINIONNAIRE. FROM THE RESULTS OF ANALYSIS OF THE OPINIONNAIRE, THE RESEARCHER CONCLUDED THAT BUSINESS EDUCATION CURRICULUM PRACTICES WERE FAR FROM ADEQUATE. IT WAS RECOMMENDED THAT FURTHER RESEARCH PROJECTS BE INITIATED ON THE STATE AND LOCAL LEVELS COMPARABLE TO THIS NATIONAL STUDY, AND THAT THE RESULTS OF THIS STUDY BE USED TO IMPROVE BUSINESS EDUCATION CURRICULUM. A BIBLIOGRAPHY IS FURNISHED AND THE APPENDIXES INCLUDE COPIES OF THE MATERIALS USED IN CONDUCTING THE STUDY. (AUTHOR/LJ)

VT 101 400
WARNER, MARION BERRY
ALTERNATIVE AND PARALLEL VOCATIONAL TRAINING PROGRAMS: A COMPARATIVE STUDY OF STUDENT CHARACTERISTICS, ATTITUDES, EXPECTATIONS AND PERCEPTIONS OF INSTRUCTIONAL CLIMATE.

DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 221P. ED.D. THESIS, RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

DESCRIPTORS - *EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS; *SECONDARY SCHOOL STUDENTS; *POTENTIAL DROPOUTS; DROPOUTS; DOCTORAL THESES; EXPECTATION; STUDENT ATTITUDES; PERCEPTION

ABSTRACT - FOR THIS DOCTORAL THESIS, A STUDY WAS CONDUCTED TO INVESTIGATE THE FEASIBILITY OF USING NON-PUBLIC SCHOOL CLERICAL AND OFFICE WORK-EXPERIENCE PROGRAMS AS ALTERNATIVE OPTIONS FOR IN-SCHOOL YOUTH. BY STUDYING THE COMPARABILITY OF IN-SCHOOL STUDENTS AND PROGRAMS ON THE FOLLOWING SELECTED VARIABLES: PERCEPTIONS OF INSTRUCTIONAL CLIMATE, ATTITUDES TOWARD SCHOOL, ATTITUDES TOWARD WORK, AND EMPLOYMENT EXPECTATIONS, IT WAS FOUND THAT IT WOULD BE FEASIBLE TO CONSIDER ALTERNATIVE VOCATIONAL TRAINING PROGRAMS AS OPTIONS FOR DROPOUTS AND POTENTIAL DROPOUTS FOR WHICH THEY MAY RECEIVE CREDIT. IT WAS RECOMMENDED THAT A CONSORTIUM TRAINING PROGRAM ARRANGEMENT BE ESTABLISHED AND THAT CREDIT BY EXAMINATION BE OFFERED FOR VOCATIONAL SKILLS WITHOUT REGARD TO THE TYPE OF PROGRAM FROM WHICH THEY WERE OBTAINED. APPENDIXES WITH MATERIALS USED IN CONDUCTING THE STUDY AND REFERENCES ARE INCLUDED. (AUTHOR/LJ)

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CURRICULUM COORDINATING CENTERS DIRECTORY

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ALASKA, COLORADO, IDAHO, MONTANA, NORTH DAKOTA, OREGON, SOUTH DAKOTA, UTAH, WASHINGTON, WYOMING

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VTP 1626
Title: Development, Evaluation, and Dissemination of a Post-Secondary Program in Nuclear Technology.

Initiator: Maurice W. Roney
Institution: Technical Education Research Center, Waco, Texas
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 To November 30, 1975

Objectives: To research, develop, evaluate, and disseminate a generalizable program in Nuclear Technology. This post-secondary program will adopt the "modular format" for instructional material. Each instructional module will contain measurable objectives that emphasize practical laboratory experiences.
Methodology: To identify and recruit the writing staff and technical consultants knowledgeable in the areas of this project. A conference on nuclear technology education research and development needs is proposed to (a) assess the "Nuclear Technology Planning Guide," (b) identify additional tasks performed by nuclear technicians, (c) identify most important common tasks for use in development of generalizable curriculum.

VTP 1627
Title: Career Demonstration Project for Rural Schools in Eastern Wyoming.

Initiator: Fred P. Black
Institution: Wyoming Dept. of Education, Cheyenne
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: April 1, 1974 to March 31, 1975

Objectives: (1) Students will demonstrate at their appropriate grade level on validated instruments, an appropriate understanding of the principles of design, production, distribution, and service in the world of work, (2) Students will demonstrate appropriate attitudes concerning the dignity and importance of work, as measured by appropriate instruments, (3) Students will be able to identify several important industries within our economic system and be able to identify the career ladders and the range of job positions required for the smooth operation of these industries, (4) By the end of their appropriate grade level, not less than 90 percent of the students will show on appropriate tests a willingness to deliver an "honest day's work for an adequate day's pay", and (5) Ninety-five percent of all students at their appropriate grade level will be able to predict on objective measures the consequences of competent and incompetent work habits.
Methodology: This proposed project attempts to make in-roads into the present traditional rural school by field-testing a curriculum that is individualized and fully articulated. By developing a curriculum into individualized personalized learning concepts an enormous versatility is offered to the school program as each individual pupil is allowed to capitalize on his own interests and learning style in the pursuit of his own objectives at his own rate of speed using his choice of a variety of learning materials. The project will seek to develop on a regional four-county basis, encompassing eighteen small rural schools, a fully articulated, individualized, performance guaranteed and occupational-oriented demonstration program extending from kindergarten through grade 14.

VTP 1628
Title: The Development and Implementation of Competency Based Curriculum in Vocational Education for Boone County, West Virginia.

Initiator: Sherry G. Hill
Institution: Boone County Board of Education, Madison, West Virginia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To establish program areas within three clusters (building construction, allied health, business

and management technology) in concert with an already formed advisory committee, (2) To develop specific competencies for the three clusters, (3) To provide a pre-service and in-service training program for all newly employed administrative and instructional staff, (4) To translate competencies into performance objectives for all six clusters, and (5) To develop criterion tests and instructional modules for all areas.
Methodology: The plan is based solely upon the model for development of a spiral competency-based, individualized curriculum for vocational education. The model presented is the result of previous research in career education, accountability models, USOE program development, RCA program development, and the systems approach to more effective instructional program development. The design of the Boone County Center should ideally accommodate an individualized, competency-based curriculum utilizing the open-space concept. Through cluster advisory committee input and with the assistance of educational consultants (curriculum writers, editors, content specialists, behavioral objective specialist) curriculum for the 1974-75 school year will be developed and implemented.

VTP 1629
Title: Community College Technical Mathematics Study.

Initiator: Beryl R. McKinnerney
Institution: Texas A & M University, College Station
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: The purpose of this research project is to develop an applied or technical mathematics curriculum which will meet the needs of the vocational-technical student. The major objectives to be accomplished during this research project are: (1) To identify those mathematical concepts requisite for entry-level competencies in selected vocational-technical occupations, (2) To develop the identified mathematical concepts into an organized structure of sequential units for the vocational technical students, and (3) To develop curriculum materials, self-instructional learning packets, and pre- and post-tests for each of these sequential units.
Methodology: The activities necessary to accomplish the stated objectives of this project are divided into three specific phases: identify concepts, develop sequential units, and develop curriculum materials. The specific results of this research project will include: (1) a list of mathematical concepts requisite for entry-level competencies in each of the selected occupational areas; (2) a set of structured, sequential technical mathematics units designed to meet the needs of the vocational-technical student in the selected occupational areas; (3) curriculum guides for each of the technical mathematics units; (4) self-instructional learning packets for each of the technical mathematics units; (5) and performance-based pre- and post-tests for each of the technical mathematics units.

VTP 1630
Title: Identification of Skills Required to Teach Vocational Agriculture in the Trust Territory.

Initiator: Neal Baker
Institution: Trust Territory Dept. of Education, Saipan
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 5, 1974 To December 5, 1975

Objectives: To identify skills required to teach vocational agriculture in the Trust Territory. The total plan includes the identification of agriculture crops that can be successfully grown in the different Districts of Micronesia; the gathering of technical information needed to produce those crops; and the writing of the curriculum required to teach production of those crops.
Methodology: Agriculture in Micronesia is very different from any agriculture

in the United States, even within Micronesia there exist differences between Districts which must be considered while developing curriculum. This problem necessitates the putting together of a team, consisting of teachers and agriculture personnel, that can write the curriculum for plant agriculture of all Micronesia with authenticity. The results expected from this project are as follows: (1) A Vocational Agriculture Plants Curriculum suitable for all of Micronesia grades 10, 11, 12, (2) Student Skill Check List for the above curriculum, and (3) Teacher Skill Test for the above curriculum.

VTP 1631
Title: A Pilot Project to Generate Critical Analyses of Problems and Processes in Operational Strategies and Components Essential to College-wide Competency Based Curricula.

Initiator: Ruth M. Laws and Joseph L. English
Institution: Delaware Technical and Community College, Dover
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: March 1, 1974 to September 30, 1975

Objectives: (1) To design a paradigm applicable to the development of college-wide learning system; and (2) To provide for the development of competency based prototype system for a selected occupation in the personal service career cluster.
Methodology: A management system has been designed to define operational strategy necessary for the development of a competency based learning system as well as a learning system to reduce time and costs related to the development and compliance of new curriculum components. A curriculum laboratory shall be established to afford students, faculty, counselors and other staff members an opportunity to generate, test, analyze, and evaluate various procedures and products. It is expected that the proposed competency based system design will yield instructors who will be able to write, implement, utilize, and design a variety of teaching strategies in order to meet individual needs.

VTP 1632
Title: Designing Educational Learning from Task Analysis.

Initiator: Stanley Douglas Patterson
Institution: Division of Vocational Education, Montgomery, Alabama
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify a common core of basic skills for seven occupational cluster areas, (2) To prepare catalogs of performance objectives and criterion-referenced measures for seven occupational cluster areas, (3) To field test the seven catalogs of performance objectives on incumbent workers in the occupational areas, (4) To conduct in-service education for curriculum developers on the utilization of performance objectives, (5) To utilize the performance objective catalogs in designing curricula materials, and (6) To disseminate the catalogs to other states for utilization in curricula development.
Methodology: By utilizing an adoption of the Air Force System for task analysis and performance objectives development, a design will be planned that will catalog criterion-referenced performance objectives and translate the catalogs of objectives into curricula materials that can be utilized by vocational educators at the secondary, post-secondary, and adult levels. The results will include a model for curriculum products, and in-service training for curriculum developers.

VTP 1633
Title: Determination of a Common Core of Basic Skills for Agribusiness and Natural Resources.

Initiator: J. David McCracken
Institution: Ohio State University Research Foundation, Columbus

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational Education
Duration: June 15, 1974 to August 15, 1975

Objectives: To identify a common core of basic skills for agri-business and natural resource instruction in vocational education relative to: (1) An initial inventory of tasks performed by workers in selected occupations representing all occupational areas of agri-business and natural resources, (2) An occupational survey report of tasks performed by workers in selected occupations in agri-business and natural resources, (3) Tasks common to all occupational areas identified by analysis of data, and (4) Recommendations for utilization of common tasks in curriculum revision and evaluation, and in career orientation and exploration.
Methodology: The work required to accomplish the objectives of the project will be accomplished through effective project management, construction of an initial inventory of tasks performed by workers in selected occupations representing all occupational areas in agri-business and natural resources, acquisition of information about each task, analysis of data, and preparation of recommendations for utilization of common tasks in curriculum revision and evaluation, and in career orientation and exploration. Two written products will be developed from this project. A summary report will be prepared for nationwide dissemination.

VTP 1634
Title: Occupational Communications Skills Analysis.

Initiator: James L. Blue
Institution: Coordinating Council for Occupational Education, Olympia, Washington
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: To gather the information necessary for building curriculum materials related to (1) communications skills used every day on the job and (2) the supportive vocabulary that will allow a more effective application of the technical vocabulary learned in technical programs.
Methodology: To answer the students' constant plea to make supportive classes more relevant to their technical training, this project will gather curriculum material that would emphasize such communications skills as: (A) giving and receiving directions, instructions and orders; (B) describing and defining materials, processes and requirements, (C) asking for information and services; (D) explaining technical processes in non-technical terms. There would also be emphasis on identifying curriculum material that would establish a vocabulary making possible the development of activities and study material using the descriptive and discriminative words/phrases that allow effective application of a technical vocabulary. These kinds of materials would emphasize the kinds of communications that occur daily in more informal interactions (1) between employee and supervisor, (2) between customer and employee, and (3) among employees. A manual including results of the task analyses and the basic vocabulary will be published for each occupational cluster. The manuals will be printed in a quantity sufficient to supply the appropriate state educational agencies, representatives of the Vocational Curriculum Management Center in the six-state region, and the curriculum management centers of the national network.

VTP 1635
Title: Instructional System Development Model for Vermont Area Vocational Centers.

Initiator: John R. Faust
Institution: State Dept. of Education, Montpelier, Vermont
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to September 1, 1975

Objectives: (1) To establish a process

design for instructional system development that will become a model for total development of individualized instruction for all occupational clusters offered in Vermont vocational programs, (2) To ascertain the quality and quantity of instructional materials available to Vermont instructors of health occupations, auto industries, and food services occupations, (3) To show through product development and application, that competent vocational instructors when given training time and resources, can develop and use competently, all phases of the instructional system, and (4) To utilize the three occupational clusters of health occupations, automotive industry, and food services, design and implement an instructional system that will be used by all vocational centers offering these clusters.
Methodology: A maximum of five team members from each occupational area will be selected to determine a process to follow in implementing the needs for any part of the individualized instructional system, following the recording of all input data. There will be a planning period when the project director and team leaders will identify those instructional materials that will, or could be produced during this period. The team members will then be recalled to carry out their curriculum development assignment for the system.

VTP 1636
Title: Initiation of a Master Plan for Relevant Occupational Curriculum through Vocational Education. (Project IMPROVE)

Initiator: William D. Woolf
Institution: Utah State University, Logan
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop a State Curriculum Master Plan which will strengthen and make more relevant existing vocational programs in Utah's secondary and post-secondary schools and (2) to enable the state administration to more effectively supervise and maintain quality in state vocational programs, using the Curriculum Master Plan.
Methodology: To create a State Curriculum Master Plan, applicable to all vocational programs regardless of grade level, based on proven management tools, that will, as its product, prepare a formula to be used by state department personnel, local administrators, local teachers and instructors, and teacher educators to improve vocational education programs in the State of Utah. The long-range goal of project IMPROVE is to assure that every secondary and post-secondary vocational education program in Utah is valid, efficient, and effective. The document products outcomes of the project include four models, (1) Efficiency Test Model, (2) Effectiveness Test Model, (3) Validation Model, (4) Pre-service Model, that fuses into a functional, dynamic, single system designed to improve vocational education in Utah and called the Curriculum Master Plan.

VTP 1637
Title: Competency Based Curriculum Development.

Initiator: Herbert Bruce
Institution: State Dept. of Education, Frankfort, Kentucky
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: Since instructional program organization varies from area to area, it will be necessary to develop a specific research design for each curriculum package. Because of technological changes social changes, and the like personnel in vocational-technical education need up-to-date curriculum and inservice training in developing and using such materials. A committee of five vocational-technical teachers and one technical content specialist will be recruited for each of the priority areas to design an area's curriculum package. Each package will be edited and reproduced.

VTP 1638
Title: Assessment and Modification of Vocational Education Plan.

Initiator: R. Courtney Riley
Institution: Nevada State Dept. of Education, Carson City
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To make a thorough evaluation of the Carson City preliminary vocational plan, (2) To revise and update the Carson City Vocational Plan for immediate implementation during the 1974-75 fiscal year; to develop an ongoing vocational plan for at least the following five year period, and (3) To implement the components necessary to get the revised plan on schedule.
Methodology: The organizational structure and deployment of key personnel are basic to the success of a project of this magnitude. It is essential to obtain involvement from all vocational areas as well as from the school administration and other academic or curricular areas. The evaluation, planning and implementation of a developed curriculum plan will be accomplished through a project Steering Committee and a Resource Committee with the overall administration, direction and monitoring being the responsibility of the Utah State Department of Education, Vocational-Technical and Adult Branch. Completion of this project will result in a long-range comprehensive vocational education plan for the Carson City School District.

VTP 1639
Title: A Research Project to Develop, Mediate, and Field Test Performance-Based Individualized Instructional Materials in the Two-Year Agri-business and Farm Management Curricula in Three Missouri Community Colleges.

Initiator: Marvin R. Fielding and Nila Hibdon
Institution: State Fair Community College, Sedalia, Missouri
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To develop individualized units of instruction for the six core courses and selected other courses in the farm management and the agri-business curricula, (2) To individualize and mediate each instructional unit, (3) To conduct a workshop for post-secondary agri-business instructors, (4) To field test the individualized instructional materials developed by the project staff, and (5) Prepare final report.
Methodology: Organize an advisory committee to council with the project staff concerning the activities and selection of materials and technical information related to the development, mediation, and field testing of the individualized instructional units to be taught in each course in the three cooperating institutions. An instructor's and student's manual would be developed for each course and units of instruction.

VTP 1640
Title: Metric Conversion in Vocational Education.

Initiator: John L. Feirer
Institution: Western Michigan University, Kalamazoo
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To produce seven sets of instructional material in basic career areas by identifying the specific metric learning needs for selected occupations, and (2) To prepare simple metric instructional materials in the language of one or more of the minority groups, persons with reading difficulties, and persons with sight handicaps including the blind.
Methodology: The problem of metric conversion will be far more difficult in vocational education than in

academic areas as the students must learn not only the measuring system but also international standards. To aid in curriculum development this project will develop curriculum analysis for education and/or training programs in at least 4 of the career clusters, one including manufacturing, construction, business and office, and health. Most of the activities of this project will be completed by consultants under the direction and in cooperation with the Director for the Center for Metric Education. To produce a metric instruction program that will indicate the instructional methods to be used, the instructional technology to be employed and the necessary learning materials to be included.

VTP 1641
Title: Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education.

Initiator: No data
Institution: Florida Dept. of Education, Tallahassee
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 15, 1974 to December 14, 1975

Objectives: The purpose of this project is to develop a curriculum delivery system for individualizing instruction in vocational-technical education that encompasses: (1) development of a theoretical framework for the curriculum delivery system, (2) identification of contributing components and processes of the system, (3) development of validated criteria to be used in the selection organization and presentation of learning experience, (4) field testing and refinement of criteria used in the teaching learning process, and (5) promulgation of the curriculum delivery system, including components and processes.
Methodology: The plan calls for the establishment of a curriculum development task force composed of nine experts in the field of education, representing Florida School Districts, Community/Junior Colleges and Universities. The task force will develop a position paper outlining the theoretical framework of the system and the relationship of its components. Upon completion of the paper, criteria which learning managers utilize in the individualization of learning experiences, teaching techniques and organization of learning experiences will be developed. Two concurrent activities will occur as criteria are being developed. First, a national panel of experts in curriculum theory and research will be selected to review and critique the theoretical framework, its processes and the criteria to be used in the learning manager process. The second concurrent activity will be the selection of teachers-learning managers who are experts in the individualization of instruction.

VTP 1642
Title: Comprehensive Plan for the Improvement of Vocational Education Curricula in Pennsylvania.

Initiator: John W. Struck
Institution: Pennsylvania Dept. of Education, Harrisburg
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: To develop, test, implement and expand Pennsylvania's research and development activities in the curriculum studies priority areas by using two sites: (1) Admiral Peary Area Vocational Technical School (Ebensburg), (2) McKeesport Area School District.
Methodology: The resources of the aforementioned agencies are being brought together to provide for the effective utilization of research funds. While the overall thrust of the various components is geared toward a unified effort, each site assumes specific responsibilities. The individual components will provide inputs for a cohesive vocational education curriculum studies effort directed by the Bureau of Vocational Education and the Research Coordinating Unit in the Pennsylvania

Department of Education. The most significant overall benefit of this project will be to improve Pennsylvania's vocational education curricula. The benefits will be achieved through individualization, occupational orientation, alternate work experience and related innovative activities.

VTP 1643
Title: Cooperative Curriculum Research in Vocational Education.

Initiator: George Russ
Institution: State Dept. of Education, Trenton, New Jersey
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop and compare an in-school career guidance and self awareness curriculum with the existing curriculum in the seventh and the eighth grades at the junior high school level, and (2) To develop and test the effectiveness of individualized and performance based career oriented academic core curriculums at the senior high school level.
Methodology: Qualified personnel will work to develop individualized and performance based curriculum for vocational students within the existing structure at high school level. They will also assist in developing an associated career guidance curriculum at the junior high school level. The research design will consist of a statistical analysis to compare the treatment groups with the control groups. The control groups will consist of individuals who are pursuing the existing curriculum content. The students in the treatment and the control groups will be tested using a criterion test designed to measure the cognitive aspects of (1) the performance based individualized academic core curriculum for the vocational students at the senior high school, and (2) the cognitive understanding of the career exploration areas within the junior high school.

VTP 1644
Title: A Performance-Based Education Program in Vocational-Technical Teacher Education and 2-Year Vocational-Technical Associate Degree Programs.

Initiator: August W. Korb
Institution: Northern Montana College, Haure, Montana
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To develop, implement and evaluate a program of performance-based education, (2) To refine, revise and reconstruct the system as appropriate, (3) To disseminate the findings for most effective utilization.
Methodology: Through the use of consultants, advisory committees, and faculty, performance goals and behavioral objectives will be identified and validated for each vocational-technical area in which Northern Montana offers instruction. During the first year of the project, materials will be developed and various types of field experiences implemented. Six cooperating school districts will be used for providing experiences in the local schools. All students will be required to exhibit their competencies as they achieve the performance goals identified for each program. Dissemination will be accomplished by keeping all Montana school districts, teacher training institutions, professional organizations, press and media apprised of the projects progress. This project will identify common cares of basic skills for occupational clusters and personalize the instruction to assist the student in achieving the skills. It will provide alternative approaches to learning including work experience, observation, participation, interning and other techniques where applicable.

VTP 1645
Title: Empirical Determination of Effectiveness of a Competency Based Program in Distributive Education.

Initiator: Charlotte M. Raphaelson
Institution: Syracuse University, Syracuse, New York

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) Redesign the present Distributive Education program at Syracuse University in personalized, performance and competency based format with varying degrees of detail for different program components, (2) Develop competency based instructional materials for the distributive education component of the baccalaureate program consistent with the New York State Department of Education curriculum and national concerns in distributive education and implement them through the Syracuse program, (3) Test the effectiveness of these instructional materials by the development of appropriate assessment procedures, and (4) Test the effectiveness of the instructional materials developed and used in a competency-based mode relative to the traditional mode of instruction.
Methodology: The Distributive Teacher Preparation Department of the College of Human Development and the School of Education at Syracuse University is undertaking a research and development program in the area of curriculum renewal. This applied study approach will produce information for developing individualized, performance oriented, competency-based pre-service teacher education programs in distributive education. In the process of the implementation of the S. U. program, empirical data relative to the effectiveness of some of the major components of a competency based program will be provided and compared to traditional programs.

VTP 1646
Title: A Project to Computerize Performance Objectives and Criterion-Referenced Measures in Occupational Education for Research and Determination of Applicability to Handicapped Learners.

Initiator: Bob E. Childers and Ben A. Hirst, Jr.
Institution: Southern Association of College and Schools, Atlanta, Georgia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) Develop and implement a system for computerizing and storing catalogs of performance objectives and criterion-referenced test items, (2) Develop and implement a system for retrieving from the computer performance objectives and criterion-referenced measures, (3) Develop and implement a system for coding performance objective and criterion-reference measures, and (4) Develop, plan and conduct a conference for curriculum developers in the V-TECS states concerning the scope, use, implementations, and dissemination of the catalogs.
Methodology: Through the use of computer accessing equipment permitting rapid research and retrieval, the above objectives would be realized. The information derived will become an integral part of the activities under development by the consortium of seven states associated in V-TECS. The availability of computer capability is assured through the cooperation of the Nashville State Technical Institute. A comprehensive collection of performance objectives and criterion-referenced measures would be available on the computer. This material could be retrieved by O. E. Code, by D. O. T. job title or combinations of both.

VTP 1647
Title: A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana.

Initiator: Gertrude M. Enloe
Institution: Louisiana State Dept. of Education, Baton Rouge
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to December 30, 1974

Objectives: (1) To determine standards

for levels of competencies of selected curricula within vocational-education areas, (2) To develop a plan for coordinating instruction between high schools, vocational-technical schools, and colleges through the use of standardized competency-based curricula, and (3) To provide instructors with guidelines indicating levels of achievement for each vocational education course.
Methodology: The Louisiana State Department of Education will have the authority to implement this project in an effort to achieve the stated objectives. This will be a state-level coordination to involve all institutions. This project will be accomplished by sub-contracting to institutions under the Louisiana State University system, Louisiana State Board of Education, or other recognized research agencies. The Louisiana State Department of Education will direct the project on a continuing basis. This will be accomplished by on-site visitations as well as reporting by the sub-contractors.

VTP 1648
Title: Project CAREER/CAN (Career Analysis Network).

Initiator: Vincent P. Lamo
Institution: Massachusetts State Dept. of Education, Randolph
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop a common core of data - a bank of basic skills and knowledges relative to the 15 USOE clusters, (2) To increase job accessibility and occupational opportunities for target populations of special needs students, (3) To develop a methodology to accommodate the training needs of a Division of Occupational Education region, and (4) To continue expansion of the base data which is the "four process."
Methodology: Project CAREER/CAN has as its primary focus the development of instructional-curriculum data which evolve from the basic Project CAREER product, a computerized bank of occupationally-oriented behavioral objectives generated from task analyses, validated by representatives from business and industry, and coded for their attainability by students with special needs. The instructional data developed for each performance includes four columns of information: prerequisite learnings, concepts, component tasks, and alternative environments related to a specific behavioral objective. Project CAREER/CAN becomes the translation of the performance objectives into curriculum content data.

VTP 1649
Title: Assessment of the Influence of Special Vocational Programs Upon the Attitudes of Rural Disadvantaged Adolescents.

Initiator: Herbert M. Handley
Institution: Mississippi State University, Mississippi State, Mississippi
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to May 30, 1975

Objectives: (1) To determine how well vocational education programs have been accepted by special needs students, (2) To measure the influence of the special programs for disadvantaged, and (3) To determine the relationship of the students' progress in the special programs, as assessed by their instructors, to the development of their behaviors related to self concept, attitudes toward school, work values, and vocational choice.
Methodology: The research schedule is conceptualized in three phases: (1) selection of participants and instruments; (2) collection of data, and (3) analysis of data and reporting of results. The final report would be an evaluative study to determine whether participation in a special vocational program for training educationally disadvantaged adolescents is influential in developing selected attitudes among students that are conducive to their attaining positive vocational commitments.

VTP 1650
Title: The Educational and Occupational Aspirations - Rural and Minority Youth in New Mexico.

Initiator: Everett D. Edington
Institution: New Mexico State University, Las Cruces
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To determine the level of educational aspirations and expectations held by three cultural groups in rural New Mexico, (2) To determine the level of occupational aspirations and expectations held by three cultural groups in rural New Mexico, and (3) To determine the level of mobility expectations held by three cultural groups in rural New Mexico.
Methodology: Voluntary responses to a questionnaire will be obtained from a geographically stratified sample of tenth and twelfth grade students. The sample will include at least one hundred respondents from each of the rural populations of Indians, Mexican Americans, and Anglos for a total sample exceeding six hundred. The responses to the questionnaire will provide measures of the above objectives as well as measures of divergence between aspiration and expectation for education, occupation, and mobility.

VTP 1651
Title: A Proposed System for Implementing Vocational Education Articulation Agreements in the University of Hawaii's Community Colleges and with the Hawaii State Departments of Education.

Initiator: No data
Institution: Office of the State Director of Vocational Education, Honolulu, Hawaii
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To develop, cost and test a system for implementing the recommendations contained in the vocational education articulation agreements among the University of Hawaii Community Colleges and in the Hawaii State Department of Education's secondary vocational education programs, (2) To identify, develop and recommend job performance standards in the four articulated vocational-technical areas to facilitate student transition from secondary to post-secondary level and transfer between colleges, and (3) To identify, describe, select and recommend an articulated counseling and testing program to assist students in choosing and "following through" their occupational preparation track efficiently and successfully.
Methodology: To accomplish the foregoing objectives, it is incumbent to research, develop and organize information and data on staffing, program registrants, counseling and testing services being provided, job performance tasks being used or already developed, budget and workload in the vocational education area concerned; identify cost factors and cost estimates for implementing the articulated recommendations with alternative and/or incremental phases indicated. This project is designed to maximize inter-relationships among the institutions cooperating in the articulation agreements. The expected result of this research project is a system-designed, tested and documented - which will give school administrators reliable data in order for them to activate plans of action to carry out articulated agreements.

VTP 1652
Title: Applicability of the Vocational Students Index (VOI) for Vocational Students.

Initiator: Marna C. Whittington
Institution: Associates for Research in Behavior, Inc., Philadelphia, Pennsylvania
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to September 25, 1975

Objectives: To determine the predictive relation between in-program VOI scores and subsequent work or non-work behavior for an individual, (2) To develop a diagnostic approach which will increase the probability of trainees with non-work profiles going to work, (3) To continue longitudinal follow-up of respondents to determine if there are long term changes in the VOI after leaving the program, and (4) To develop materials that will assist Skills Centers in ameliorating non-worker profiles.
Methodology: This project has been designed in three major phases. The first phase is an exploratory one in which the basic elements of the VOI will be reevaluated for use with the younger vocational school population. Phase II will consist of a large field operation for data collection within the vocational schools and a mil survey of the graduates for the previous two years from the schools in the sample from which will be obtained an analysis of the data and a detailed comparison of results during Transition to Work II and III. Phase III will be the development of specific material to be used by the educational/training system to help students who don't have a worker profile attain one while they are still within the public system.

VTP 1653
Title: Non-traditional Vocational Education Programs for Women.

Initiator: Jacob J. Kaufman
Institution: Pennsylvania State University, University Park
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To identify vocational education programs of secondary schools in 10 cities which have succeeded in preparing female students for occupations which are traditionally considered as appropriate only for males, (2) To identify the circular objectives of these programs and the techniques used to attract students, (3) To follow-up graduates and dropouts of these programs to determine the nature of their employment experiences, (4) To identify the factors in the schools and communities where non-traditional programs have been offered which appear to lead to the acceptance of such programs, and (5) To identify developmental or situational influences which differentiate female students who select non-traditional programs.
Methodology: The research strategy to be followed will compare traditional and non-traditional programs for both males and females. The project number of students that will be studied in each school will be 200 each of present and former students. Data will be collected from present of students in their schools and from former students by mailed questionnaires and personal interviews. Each non-traditional program will be observed and evaluated by a team of recognized experts in vocational education. Data will be computer-analyzed by an advisory board. At a feedback conference the participants will be encouraged to comment on the data and make suggestions for additional analyses.

VTP 1654
Title: Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped.

Initiator: Edgar A. Parsons
Institution: System Science, Inc., Chapel Hill, North Carolina
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to June 25, 1975

Objectives: (1) To analyze and evaluate the more effective programs which are helping the designated target population to succeed in vocational education, (2) To estimate needs for current programs to achieve demonstrated effectiveness levels (eliminate dropouts and expected failures, and enroll those wishing to be served), and (3) To analyze findings in terms of selected administrative and budgetary implications of voc-ed for the selected target populations.
Methodology: A coordinated approach has been developed which will achieve these objectives efficiently. The approach

consists basically of three coordinated and mutually reenforcing activities - determining the state-of-the-art by a seminar process, State Plan analyses, and a field survey. These activities are to be supported by (1) updating an extensive existing compilation of literature and (2) continuing education and guidance from an expert Advisory Committee. It is proposed that the final documentation will consist of two major components: a final report and a compendium of descriptions of successful programs. The final technical report will document the procedures and results of all the tasks described above. Further, it will synopsize successful programs which have been identified and synthesize all recommendations for program improvement.

VTP 1655
Title: An Investigation of the Teacher Competencies Needed to Utilize Diagnostic Test Data in Prescribing Occupational Learning Experiences in Teaching Educable Mentally Retarded (EMR).

Initiator: Orville Nelson
Institution: University of Wisconsin-Stout, Menomonie
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to October 31, 1975

Objectives: (1) To identify the diagnostic test data vocational teachers need in order to make valid decisions related to the design and management of learning experiences for EMRs, (2) To determine the teacher competencies needed to interpret diagnostic test data for EMR students, (3) To determine if the vocational teacher needs special competencies in order to construct valid and effective learning experiences and programs for EMR students, (4) To determine if a 2-week workshop can develop the vocational teacher competencies needed to provide viable learning experiences for EMRs, (5) To assess the impact of a workshop experience on the vocational teachers teaching activities, and (6) To determine the feasibility of using an interactive computer program which the vocational teacher could use for assistance in developing instructional materials for EMRs.
Methodology: The research activities in this project are designed to identify the types of information needed in decision areas and to determine the decision making competencies teachers must have in order to generate the appropriate learning environment for the EMR student. The workshop for participating teachers and counselors will be concerned with the use and interpretation of diagnostic test data related to EMRs in developing vocational education learning experience. A second workshop session will develop the teachers' competencies in designing learning experiences for EMRs based on diagnostic test data. A computer inquiry system for vocational educators will be developed to provide an opportunity for online inquiry on the characteristics for use with EMRs.

VTP 1656
Title: Guidelines for Improvement of Vocational Education Programs and Resources to Serve Needs of Handicapped Children.

Initiator: R. James Cameren
Institution: Performance Management Specialists, Inc., Englewood, Colorado
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to June 30, 1975

Objectives: (1) To determine the current perspective regarding vocational interests, education and employment of handicapped youth in Colorado, (2) To determine the characteristics of regular vocational programs identified as exemplary in their provision of appropriate opportunities, training and services to the handicapped, (3) To determine the characteristics of vocational education opportunities, training and services currently provided handicapped students in Colorado, (4) To determine the discrepancies existing between the desirable and actual vocational education programs modifications and changes which would allow Colorado public schools to serve the vocational and career education needs of handicapped students.

Methodology: Survey research will be employed in conducting the project. Within the survey research framework, the project will be accomplished in five Phases: (1) descriptive; (2) normative; (3) survey; (4) comparative; and (5) reporting. Project evaluation will be used to determine the achievement of project objectives and project effectiveness in meeting identified clientele needs. Results of the project will provide guidelines for program development and modification for Colorado State agencies and public schools to improve vocational education opportunities for handicapped learners.

VTP 1657
Title: Student Attitude Toward Vocational Education.

Initiator: Michael S. Black
Institution: Ohio State University, Columbus
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to June 24, 1975

Objectives: (1) To collect information about the attitudes of minority and disadvantaged groups toward vocational education, and (2) To develop guidelines for vocational education administrators and teachers to aid them to effectively recruit minority group members to take vocational education courses, to improve the image the target population holds toward vocational education.
Methodology: General large metropolitan areas will be selected, appropriate officials contacted and arrangements made, and a stratified sample selected from the population containing representative proportions of minority and disadvantaged group members, males and females, and varying socio-economic groups. Ninth graders will be used as subjects since they will not yet have decided to enter a vocational program in high school, but will be about to make such a decision. The data obtained will be factor analyzed to identify the underlying attitude constructs. The scaled position of all subjects on the constructs will be determined and a comparison made between the target population and the non-minority non-disadvantaged groups.

VTP 1658
Title: A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minorities in Vocational Education.

Initiator: Wallace T. Homitz
Institution: Homitz, Allen and Associates, Oakland, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to June 30, 1975

Objectives: (1) To identify vocational education programs that are presently meeting the special needs of specific groups of ethnic minority students, (2) To identify, within the successful programs, motivational techniques and strategies that are, or have been, effective in inspiring ethnic minority students to enter and persist in vocational training programs, (3) To describe those successful programs and those effective motivational techniques and strategies in complete enough detail so that they can be successfully inserted into other contexts, and (4) To recommend a model vocational education system embracing at least five individual vocational education programs.
Methodology: A multi-phase strategy of assessment is proposed that includes: a Planning Phase; a Review and Analysis Phase; a Data Collection and Collation Phase, involving a mailed questionnaire survey of exemplary programs identified in the literature; a Field Survey Phase--visitation, observation and interview of staff and students at selected successful model sites; a Development Phase, in which recommendations for models of at least thirty individual programs are formulated; and a Writing and Review Phase, in which the final report is written and submitted.

VTP 1659
Title: Career Guidance Orientation Research Program (Amended).

Initiator: Kenneth R. Patterson
Institution: Colorado River Indian

Tribes, Parker, Arizona
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To provide Tribal Councils, Schools, State and Federal Planners with research statistics for future programming in Career Orientation, and (2) To expand the Rehabilitation Centers' efforts in evaluating and providing more effective Career Orientation Programs for Indian youth.
Methodology: Control groups of Indian students will be selected in several locations throughout Arizona. Each student in the control group will be evaluated on an equal basis using common testing scores and questionnaires. The methods employed by the school will be analysed and recorded in the study. The control students will then participate in a Career Orientation Program developed for this school district by the Colorado River Rehabilitation Center with professional and/or Vocational Career persons.

VTP 1660
Title: Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations.

Initiator: Linda A. Sikorski
Institution: Far West Laboratory for Educational Research and Development, San Francisco, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To provide information about the structure of current attitudes of minority and disadvantaged students toward vocational education, (2) To provide information about the relationship of these attitudes to more fundamental beliefs of students and their parents about education, work, and society in general, and (3) To provide information about what segments of the current population of disadvantaged and minority students might be reached and positively affected by selected information campaigns.
Methodology: The objectives of this study will be achieved by implementing a marketing research approach to provide policy makers in the field of vocational education with much more substantial information about why the current array of vocational education programs are attractive or unattractive to, and accepted or rejected by, disadvantaged and minority students. This approach provides for an intensive study of the way in which attitudes can be segmented according to fundamental or underlying beliefs held by the study population. "Q" techniques developed by William Stephenson will be used as a methodological basis for creating the segments to be studied.

VTP 1661
Title: Alternative Work Experience Programs.

Initiator: Ray Karnes
Institution: University of Southern Mississippi, Hattiesburg, Mississippi
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify and describe the more creative but feasible work experience alternatives toward which business, industry, labor, community and civic organizations, school personnel, school boards, parents and students may be favorably disposed, (2) To establish a basis for and prepare guidelines to facilitate a higher order of student and employer satisfaction in work experience programs, (3) To analyze and clarify the legal, social, economic, employer, labor, parental, educational and travel barriers to work experience programs, and formulate plans for offsetting these barriers, (4) To develop guidelines which include suggested standards for work experience programs, and (5) To assess the project costs and cost-benefits for each of the alternative work experience programs identified.

Methodology: The project staff will establish an advisory council whose competencies will enable them to contribute to the project. The council members and staff will select the geographic area(s) within which data will be collected and the feasibility of alternate plans for work experience programs will be field tested. Facts about the area will be compiled and analyzed; instruments will be prepared identifying the number and types of employment situations in the area(s) which offer opportunities. To obtain assessments of the level of support anticipated from employers, community group, school personnel, parents and students, structured interviews will be the primary procedure.

VTP 1662
Title: A Study of Structured and Non-Structured Work Experience Programs in Texas.

Initiator: Gerald D. Gutcher
Institution: Texas A&M University, College Station
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) To provide an impetus and incentive for community colleges to become more active in cooperative education programs, (2) To prepare guidelines for developing structured work experience programs, (3) To structure programs for the initial phases of work experience in approximately five occupational areas, and (4) To clarify the relative benefits that might accrue to students enrolled in either a traditional vocational-technical cooperative program or a structured work experience program.
Methodology: A pre-test and post-test control group design has been chosen for this project. Thirty two students will be selected from community colleges in Texas offering vocational-technical instruction. Random and equal assignment to control and experimental groups will be made so that each group contains twenty-five subjects. Subjects assigned to the experimental group will be placed in industrial training stations where the employer has agreed to follow the structure and schedule as established for that occupation. The control group subjects will be placed in training stations where no attempt will be made to alter or modify the learning procedure from that which is normally followed.

VTP 1663
Title: A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students.

Initiator: Ruth Pestle
Institution: Oklahoma State University, Stillwater
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To improve recruitment and retention of disadvantaged and minority students the following questions must be answered: (a) What strategies are involved in setting up a system of orienting students to jobs involving four types of people--successful workers, students, teacher-coordinators, and employers? (b) What benefits accrue to successful workers, students, teacher-coordinators and employers when a role model relationship is added to the training situation? (c) What problems occur in implementing this role model type of training program? (d) In matching students and role models, what combination of the possible bases, such as age, race, academic ability, economic disadvantages are most important in terms of student success on the job? (e) What possible refinements would need to be made before conducting further research of an experimental design? (f) What factors limit and/or permit generalizability of this program to other vocational areas and to rural as well as urban population?
Methodology: An exploratory, pilot design is considered best for this research. The pilot requires three phases: a planning period for cooperatively developing with school and

business representatives the methodology for carrying out the program, implementation period of the normal school year from September to June, and finally, time in which to begin to follow graduates into full-time jobs in order to discover the effects of the innovative program. Methodology and materials for program implementation that will result in: (a) smoother transition of target group into the labor force, (b) greater retention of target group in school, (c) greater retention of target group in the labor force, and (d) having generalizability to other vocational subjects and to rural as well as urban settings.

VTP 1664
Title: Fargo Area School Work Experience Program.

Initiator: David C. Tehle
Institution: North Dakota State Board for Vocational Education, Bismarck
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 51, 1974 to December 15, 1975

Objectives: (1) To identify more creative work experience approaches with business, industry and community and civic organizations, (2) To provide a basis for improving student and employer satisfaction in work experience programs, (3) To identify alternative work experience programs and determine project cost benefits of the programs, (4) To develop procedures to utilize employment information, and (5) To produce in-service training material and to offer workshops as a method of providing supportive services to school personnel in the areas of placement and follow-up activities.
Methodology: Progress toward the accomplishment of the objectives will involve a series of interrelated activities to include: (1) An intensive orientation program designed to acquaint school personnel with program objectives and activities, (2) Student surveys to determine interest in and desired occupational and employment information, (3) Community surveys to determine availability of work experience stations and past work experience outlooks, (4) Establishing and maintaining a job bank, (5) Developing a delivery system for placing students in work-related educational settings, (6) Monitoring and evaluating project achievements and coordinating student-industry activities, (7) Preparing policy guidelines for implementing work experience programs based on project findings and results, and (8) Conducting a regional workshop for teachers, counselors, and administrators.

VTP 1665
Title: Research and Development Project in Work Experience Programs.

Initiator: Alan Sinclair
Institution: Rhode Island State Dept. of Education, Providence
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 15, 1974 to September 14, 1975

Objectives: (1) To upgrade, expand, and humanize the existing occupational training programs to a level at which the fullest potential of the target students will be reached, (2) To research national and regional valid programs that can be redesigned and implemented in the State of Rhode Island, and (3) To utilize existing educational resources.
Methodology: In-state information from the 30 various work experience programs will be collected, evaluated, and field tested. A model program will be established for the target population in Rhode Island. Following pilot implementation, the results of these developmental programs will be disseminated. In-service workshops and conferences will be conducted to demonstrate validated educational practices which are consistent with local and statewide needs.

VTP 1666
Title: Cost-Effectiveness Study of Work Experience Programs.

Initiator: Elchanan Cohn and Morgan V. Lewis
Institution: Pennsylvania State University University Park

Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) To examine the costs and benefits of alternative work experience programs, (2) To compare the various work experience programs relative to one another as well as to a control group of secondary students not enrolled in any work experience programs, and (3) To extend the scope of the cost-effectivenss methodology by broadening the cost and effectiveness dimensions.
Methodology: Seven categories of costs would be included in the cost estimates: salaries of instructional personnel, instructional costs excluding salaries, fixed charges, equipment maintenance and repair, other direct costs, amortization costs for buildings, and amortization costs for equipment. The total program costs would be adjusted to account for variations in such relevant factors as the quality of the program and the costs of inputs in the locality. The effectivenss criteria used include the following: employment experience following graduation, hourly wage rates and annual earnings, relatedness of job to training, post-secondary education, job satisfaction, general well-being, attitudes toward and satisfaction from vocational curriculum, success of the programs in retaining potential dropouts, and educational outcomes. The effectiveness measures, in turn, would be adjusted to account for differences in socio-economic status, location of residence, race, sex, marital status, intelligence, etc.

VTP 1667
Title: An Experimental Study of the Effects of an Alternative Work Experience Program in the Middle School.

Initiator: Norman D. Ehresman
Institution: Western Kentucky University, Bowling Green, Kentucky
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to August 30, 1975

Objectives: (1) To provide information and procedures for the development and improvement of work experience programs, and (2) To ascertain whether or not a "real life," hands-on, work experience program for middle school students has a positive effect on students.
Methodology: The general design of this project is to establish an alternative work experience program to be used as the experimental variable in the research project. The project will be conducted in three phases: Phase I, To develop procedures for selection of students, placement, procedures, training of training sponsors (employers), development and evaluation of training agreements, training plans and research instruments; Phase II, The actual experiment will be conducted. The sample for Phase II will comprise 240 randomly selected and assigned ninth grade students. The 240 students will be assigned to an experimental group (n=120) and a control group (n=120). The experimental group will be given the treatment of participation in an alternative work experience program. The control group will not be given the treatment. Both groups will be pre-posttested; Phase III, will be concerned with the analysis of data and preparation of the final report.

VTP 1668
Title: Decision Orientated Evaluation System for Alternative Work Experience Programs.

Initiator: Alfred Pavlish
Institution: School District of the City of Pontiac, Michigan
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify those aspects of alternative work experience programs which produce positive approaches with business, industry, and community organizations, (2) To determine methods for improving student and employer satisfaction in work experience programs, (3) To clarify legal and other barriers to work experience programs, (4) To use

evaluation evidence to make decisions on standards for alternative work experience programs, and (5) To determine program costs on a per student basis and compare program costs in terms of student outcomes.
Methodology: Educate research team in the use of a formative/summative evaluation through contractual arrangements. Design formative evaluation documents by the research team. The data collected through the use of the documents will reflect the four factors of a modified Context, Input, Process, Product (CIPP) evaluation model. Examine existing programs to identify placement stations. Develop a pilot test questionnaire, administer and determine through analysis which placement method yields high student/employer satisfaction score. Find the problems with the laws in relation to student outcomes. Define cost factors in terms of input and process factors.

VTP 1669
Title: Competency Based Work Experience/Exploration Contract Programs.

Initiator: Robert A. Sampieri
Institution: Los Angeles Unified School District, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To conceptualize various work experience approaches for secondary students, (2) To obtain data which identifies the most important influences that determine the students' work experience satisfaction, (3) To identify various implementation and operational factors, (4) To delineate acceptable educational standards for work experience opportunities, and (5) To develop cost models for each major work experience configuration.
Methodology: The planned approach is an implementation and operational event in five major phases: (a) Planning, (b) Work Experience Specification Development, (c) Procedures Development, (d) Operations, (e) Evaluation. A Final Project Report will include, but not limited to, the identification of: (a) A program analysis section, (b) An employer analysis section, (c) A study analysis section. The primary result of this study will be to develop a systematic contractual means of providing career education work experiences for secondary students which is both educationally sound and mutually beneficial to the contracting parties.

VTP 1670
Title: Guidance-Oriented Alternative Work Experience Program and Follow-Up Study.

Initiator: E. M. White
Institution: Caldwell County Board of Education, Lenoir, North Carolina
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: July 1, 1974 to December 31, 1975

Objectives: To design, develop, and field test a guidance oriented work experience program.
Methodology: The project will be designed to utilize the best guidance, counseling, placement, and student follow-up services in conjunction with training methods for students that are designed to develop skills useable by business and industry. Personnel from business and industry will be actively involved in determining and designing the necessary skills for the prospective employees. A third-party evaluation will be conducted of the project in order to determine the success of fusing academic, training, guidance and counseling, and work experience into a tightly knit program for students.

VTP 1671
Title: A Study of the Feasibility of a Cooperative Education Program and Formulation of a Plan of Action for Implementation at Chadron State College.

Initiator: No data
Institution: Chadron State College, Chadron, Nebraska
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education

Duration: June 1, 1974 to March 31, 1975

Objectives: (1) To determine the feasibility of establishing a cooperative education program for Chadron State College students in western Nebraska, (2) To identify the opportunities for placing students in cooperative work experience positions, (3) To determine the most desirable model for cooperative education in this area of Nebraska, (4) To lend support and possibly improve the quality of management of the small businesses in the area by infusing new ideas and methods from interns, (5) To provide some financial assistance to participating students through obtaining part time positions on some arranged basis, and (6) To lend relevance to the curriculum and to provide an opportunity for updating the curriculum in vocational areas.
Methodology: The first step will be to identify and analyze cooperative education programs now operating in colleges similar to Chadron State College so that a composite model can be prepared from which to work. The second step will be to determine the feasibility of implementing the model in western Nebraska. The final phase of the project will be to write a proposed plan of action for implementing a cooperative education program in western Nebraska.

VTP 1672
Title: Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities.

Initiator: Lucy C. Crawford
Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To construct a series of simulated occupational experiences, incorporated into individual training plans, to develop identified competencies needed by selected distributive workers, (2) To test these experiences in a school laboratory under the direction of a distributive education teacher-coordinator, (3) To provide individualized, small group, class instruction based on the curriculum content suggested for first and second year distributive education cooperative students, and (4) To train selected D.E. teacher-coordinators to direct students in carrying out the simulated occupational experiences.
Methodology: Pilot programs will be sub-contracted to four school divisions. Each division will design a program that will meet the needs of a particular community. In each model, there will be as much on-the-job experience as possible and relevant learning experiences already developed by other agencies will be utilized. A comprehensive training plan for each student, based on the student's career interest, will be constructed as well as simulated occupational experiences. A five-day workshop will be held prior to the opening of school to train the D.E. teacher-coordinators selected to participate in trying out and testing simulated occupational experiences.

VTP 1673
Title: Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program.

Initiator: Philip D. Langerman
Institution: Des Moines Area Community College, Ankeny, Iowa
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To incorporate elements of previous vocational or career projects, (2) To implement an action program utilizing select concepts, (3) To assist in establishing a model for evaluating secondary career education assessment and exploration activities, and (4) To provide concrete statistical information regarding the students involved in the project.
Methodology: The primary emphasis of this project is, not to create new models

of career education, but to utilize much of what has been previously learned through exemplary and other demonstration projects and fit and mold them together into one functional, operable program. This project will feature two (2) components: (1) Demonstration or action component, (2) Research or evaluation components. The action component will provide for a full integration of services from the high school to the community college and a systematic way to provide career exploration to rural districts. Essentially, the evaluation component will be to compare the (A) project group to (B) a normative control group comprised of non-participants.

VTP 1674
Title: Western Computer Assisted Placement Service.

Initiator: Kenneth H. Smith and George T. Gabriel
Institution: Board of Education of Baltimore County, Towson, Maryland
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To serve as a job locating service to students, (2) To provide employers with a single source of initial contact with potential employees in the Southwestern area of the county, (3) To gather and maintain current information on area job needs, (4) To relieve job coordinators of job-seeking functions, (5) To improve placement of students, and (6) To determine effective methods of evaluating placement efforts.
Methodology: By coordinating the efforts of existing programs in the job development area and using the services of modern data processing, students will be afforded the opportunity to exercise maximum career potential. The format of operation will be similar to that used by the Federal Job Bank. Daily updating of jobs registered will be transported to the six school locations for use by the local school job coordinators. Students who register for this service will be matched with jobs listed. Each Job Developer will be assigned to work with specific companies to locate opportunities for student employment. As jobs are located, a cooperating school with students registered who fit the employment needs would be assigned to send out applicants for placement. As jobs are located and filled, a continuous up-dating of information in the computer will provide statistical data for future counseling and program planning.

VTP 1675
Title: Cost Effectiveness of Alternative Delivery Systems for Inservice Vocational Teacher Education.

Initiator: M. G. Linson
Institution: State Board for Community College and Occupational Education, Denver, Colorado
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 30, 1975

Objectives: (1) To formulate a common curriculum consisting of goals and objectives and evaluation criteria for an introductory course in Cooperative Vocational Education-Coordinating Technique, (2) To develop an alternative delivery system for off-campus in-service instruction in Cooperative Vocational Education and Coordinating Techniques using video tape, discussion leaders and other techniques.
Methodology: In order to accomplish the objectives of this project, it will be necessary to develop curriculum and a delivery system and then test the total package. Subcontracts will be let to the two vocational teacher education institutions for the development and testing process under the direction of a task force. Once these focusing statements are agreed upon, the task force will supervice the packaging of the needed materials into a delivery system. The final section of the research is the testing of the developed system.

VTP 1676
Title: The Transition from School to Work: A Study of Laws, Regulations and Practices Restricting Work Experience and Employment Opportunities for Youth.

Initiator: Eli Cohen and Don Zimmerman
Institution: National Committee on Employment of Youth, New York, New York
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June, 1974 to February 28, 1975

Objectives: (1) To examine in depth the impact of laws, regulations and practices affecting the labor and education of youth--at the federal, ate, and local level, (2) To examine non-agricultural employment in both the public and private sector, (3) To determine, where the legislature regulation, policies are found to be restrictive of job opportunities, and (4) To determine, where statutory requirements are found to be non-restructive, what other factors operate to limit opportunities.
Methodology: The study will be conducted in a representative sample of approximately six local labor market areas. What will be looked at are those states which have relaxed child labor legislation to determine whether the changes contributed to increased employment and work experience opportunities. However, more than the laws and regulations governing the work place, will be studied. The opportunities for work experience programs of all types, particularly those related to educational purposes and involving arrangements with employers which are affected by education laws, regulations and practices as well as by child labor legislation.

VTP 1677
Title: Research Designed to Facilitate, Improve, and Develop Cooperative/ Vocational Education Program and Affirmative Action/EEO Programs.

Initiator: Robert C. Burton
Institution: Tidewater Community College, Virginia Beach, Virginia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to June 29, 1975

Objectives: (1) To measure the extent of participation by women, minorities, veterans, and handicapped individuals in existing post secondary Cooperative Vocational Education Programs, (2) To identify Cooperative Vocational Education Programs (and the components, policies, and practices thereof) which have had measurable success in enrolling women, minorities, veterans, and handicapped for 2 and 4 year schools.
Methodology: The methodology will be accomplished in four (4) phases: Phase One - Instrument development, field testing/administration of instrument to all post secondary institutions with cooperative education programs listed with the U.S. Office of Education, Phase Two - Analysis of data. This will enable the researcher to determine those programs which have successfully attracted women and minorities, and the particular attributes of such programs. Phase Three - Development of alternative models for 2 and 4 year institutions which will maximize participation by women and minorities. Phase Four - Dissemination of findings. A research monograph will be presented for printing and distribution. The data derived from this research project will be of tremendous benefit to local cooperative efforts between Tidewater Community College and the community. However, the scope of the project and the need is national.

VTP 1678
Title: The Effects of Learned Leadership-Membership Skills in Work Performance.

Initiator: Bela H. Banathy
Institution: The Far West Laboratory for Educational Research & Development, San Francisco, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to December 31, 1975

Objectives: (1) To identify skills and understandings related to effective leadership-membership functioning, and (2) To develop an experimental curriculum which would be used in secondary schools with students who are entering work-study programs.
Methodology: The project breaks down into three distinct phases: Analysis, Development, and Implementation and Testing. In Analysis, the size and scope of the problem of social adjustment to work groups would be analyzed, as well as, the issue of group participation, and job-related leadership-membership functions. Phase II, Development, would be accomplished by constructing an experimental curriculum which would be organized primarily around simulation and role-playing exercises for students in secondary school settings. These activities would expose students to various kinds of group situations and facilitate the acquisition of skills. Finally, Phase III, Implementation and Testing, would involve the selecting of a sample (N=50) of students in Bay Area schools and give them the curriculum treatment prior to or at the time of their entering the work-study program. After a training period involving exposure to the experimental course, they would follow up on these students in their new employment settings, by such means as questionnaire, interview, and observation.

VTP 1679
Title: Career Counseling and Placement Project.

Initiator: John D. Alcorn
Institution: University of Southern Mississippi, Hattiesburg, Mississippi
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To establish a model program of career counseling and placement which will lend itself to overall evaluation, (2) To establish a model program of career counseling and placement which will provide a context within which methods of career counseling and placement may be developed and evaluated, and (3) To establish a model program of career counseling and placement which will have potential for replication and dissemination to other school districts throughout the State and region.
Methodology: The plan of action is divided into four phases: (a) Planning. During this phase the objectives will be to review literature for model building, formulating a research design, developing a program model and establishing relationship with school systems to be involved. (b) Preparation. This phase includes: completion of training staff; development of coordination with prospective employers and development of placement centers in high schools. (c) Implementation. During this phase the action portion of the project will be carried out. (d) Evaluation. During this phase the final evaluation data will be collected and the final report will be compiled for report and dissemination.

VTP 1680
Title: Improving and Evaluating Guidance and Counseling Services for Economically Disadvantaged College Students.

Initiator: Don B. Croft
Institution: New Mexico State University, Las Cruces
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To systematically describe the vocational guidance and counseling services recently initiated at NMSU for the target population in four programs, (2) To install Holland's Self-Directed Search Vocational and Educational Planning materials in the counseling services of two of the four service programs, (3) To identify the association of the classification variables with the criteria, (4) To identify significant differences among the counseling and guidance service programs, (5) To compare the cost-effectiveness of the counseling and

guidance programs, and (6) To identify the impact of evaluative feedback upon the program.
Methodology: The study is primarily an applied one because the terminal objective is to improve the operation of guidance and counseling services for low income and low prior educational attainment students, as well as to obtain results which have generalizability to other programs with similar target populations. The application of rigorous statistical techniques within a flexible design for program improvement is mandatory to insure objectivity and the validity of the findings. The information analysis component of the project employs techniques from fundamental research. The sample for the study includes students from low income families, low prior educational achievement, low college entrance examination scores and from Anglo, Spanish, Indian, and Black cultural backgrounds. The military veteran students were included in order to assess the impact of the treatment with a heterogeneous student population.

VTP 1681
Title: Research and Development for a State-Wide System of Placement and Follow-Up of Vocational-Technical Education Graduates.

Initiator: No data
Institution: State Division of Vocational-Technical Education, Pierre, South Dakota
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To develop a vehicle for the flow of information on area school graduates to industry, and the specific needs for and job qualifications of industry to the students, (2) To develop operational requirements for conducting the follow-up system and initiate and test a workable follow-up instrument, (3) To develop a "certificate of program completion" which will identify individual student employment capabilities, and (4) To develop an evaluation device of all area school program offerings as they relate to specific job requirements of industry.
Methodology: The basic plan of action would include the use of consultants in specific areas of expertise to aid in the development of forms, vehicles and various procedures desired. Area school personnel will be involved in intensive in-service training in order for objectives to be carried out. Cooperative efforts will be established between various State and Federal agencies and industrial consultants. A system will be created that could identify job availability, a follow-up system of graduates placed on the job, and an evaluation system of matching occupational classifications to vocational education program offerings.

VTP 1682
Title: Inservice Training for Oklahoma Counselors to Upgrade Counseling Skills in Career Education and Vocational and Technical Education.

Initiator: James M. Seals
Institution: Oklahoma State University, Stillwater
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: July 1, 1974 to December 19, 1975

Objectives: (1) To inculcate a thorough understanding of the implications for counselors in career education and vocational and technical education, (2) To assist counselors in the practical application of new information concerning career education and vocational and technical education, (3) To provide on-the-job supervision and evaluative assistance in the utilization of career education and vocational and technical education concepts, (4) To develop an expertise within each participant whereby career education and vocational and technical education can be made definitive, identifiable, continuous and perseverative in Oklahoma schools, (5) To provide accurate data for the purpose of evaluation and future planning, and (6) To assist school counselors in articulating secondary and post-secondary programs and services.
Methodology: The first phase will consist

of the development and organization of 18 hours of televised presentations and 12 hours of related content will be prepared as assignments for workshop participants of the inservice training program. The second phase of the program will consist of the actual presentation. The third and last phase of the inservice workshop will provide for on-the-job practical application of the new information. A statewide inservice training program will be designed to assist Oklahoma counselors in the understanding and application of guidance procedures related to career education and vocational and technical education.

VTP 1683
Title: Development of a Career Planning Guide for Students.

Initiator: Grant Venn
Institution: Georgia State University, Atlanta
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To provide the individual student with a personalized instrument to carry out self-evaluation, (2) To promote self-motivation and individualized approaches to career guidance and planning, (3) To systematize the approach and provide a permanent record for the student of both education and work, (4) To field test the instrument in specific schools in Georgia and to revise the design based on these field tests, and (5) To test the overall concept of such an approach.
Methodology: The overall plan of action would be to design a student planning book for grades 7 through 12. The forms and specific designs will be developed with teachers, parents, students and will be tested in the schools in Georgia. This approach is used as the best way to develop a specific instrument, to test it and to assess its value in terms of user reaction. As the project develops and is field tested and reviewed, a panel of experts will be invited to review the format and to make suggestions.

VTP 1684
Title: A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Follow-Up.

Initiator: Charles W. Dayton
Institution: American Institutes for Research, Palo Alto, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To provide a comprehensive system of guidance, counseling, placement, and follow-up services for students and adults. (2) To achieve the desired improvement through in-service training designed to improve the skills of professionals and support personnel in: utilizing employment information; providing job placement and student follow-up services; and developing components of comprehensive systems of guidance, counseling, placement, and follow-up.
Methodology: A national survey will be conducted to identify other staff development packages around the nation which would fit into the model. The prototype will be applied and field tested first with State personnel, and then building on their experience and expertise, in two school districts within the State. A reputable evaluative research technique employing a time-series design will be used in each of the three field tests. Information about the training and results of the projects will be disseminated throughout the nation. Finally, a concept paper will be written to recommend an extension of the training and process to other States.

VTP 1685
Title: Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.

Initiator: Joseph C. Bellenger
Institution: San Jose Unified School District, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational

and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To identify through a nationwide survey, viable career guidance, counseling, placement, and follow-up approaches which are being used with adult populations, (2) To implement and field test three of these approaches in an effort to design prototype materials to meet the needs of ethnic minority and women adults in San Jose's Metropolitan Adult Education Program (MAEP), and (3) To disseminate locally, statewide, and nationally a catalog of viable adult career guidance counseling, placement and follow-up approaches plus a manual which facilitates implementation of approaches selected from the catalog.
Methodology: MAEP will subcontract with the American Institutes for Research to capitalize on its survey research capabilities to survey the nation for viable adult-oriented career guidance, counseling, placement, and follow-up approaches, and to catalog the findings in a manner which will be useful to MAEP, the state and the nation. MAEP will then identify the most prevalent career planning and development needs of their ethnic minority and women participants and adapt three appropriate approaches identified in the AIR search to fulfill these needs. Using evaluative research methodology, the implementation of these approaches will be attempted in three different MAEP field test sites, and a manual to facilitate subsequent implementations by persons using this project's resources will be produced.

VTP 1686
Title: Project ACT-Awareness, Careers, and Transition.

Initiator: Alan R. Campbell
Institution: Dexter Regional Vocational-Technical Center, Dexter, Maine
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To develop self-understanding, which includes a person's relationship to his own characteristics and perceptions and his relationship to others and the environment, (2) To develop understandings of the work society and those factors that affect its constant change, including worker attitudes and discipline, (3) To develop awareness of the part leisure time may play in a person's life, (4) To develop understanding of the necessity for and the multitude of factors to be considered in career planning, and (5) To develop understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.
Methodology: The project will focus on junior and senior high students to provide them with the opportunity to develop a comprehensive set of personal values upon which he can rely when making career plans and decisions. To accomplish such development, this project's major purpose is to develop materials and procedures to deliver improved career guidance in a rurally isolated area. A follow-up survey will be conducted using the class of 1974 to gather opinion and enumerative data regarding job placement, guidance, counseling, curriculum, and work success.

VTP 1687
Title: Implementation of a State-Wide Guidance Program with Emphasis on Counseling, Placement, and Follow-up for Selected Target Groups.

Initiator: No data
Institution: Indiana State Board of Vocational and Technical Education, Indianapolis
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To develop under the direction and supervision of the State Board of Vocational and Technical Education a coordinated system for researching and implementing the project and for disseminating the products, (2) To identify effective concepts and

practices in placement services and incorporate these into pre and in-service training of local personnel, (3) To develop and implement effective techniques for follow-up of vocational graduates, secondary and post-secondary dropouts, and non-vocational secondary graduates, and (4) To provide a transportable cost-effectiveness approach to program planning, evaluation, and budgeting which can be implemented at the local administrative level.
Methodology: The plan of action consists of developing a comprehensive model coordinated by a statewide, multi-leveled system for guidance, counseling, placement and follow-up as established by the State Board. The role of the master project will lie in researching, implementing, monitoring, evaluating, disseminating, handling monies, and coordinating all aspects of the total project. Supportive contracts will be funded which are designed to insure achievement of the project's objectives. This system would provide individual educational agencies with a central resource for information, materials, consultation and other services to assist them in their efforts in providing more effective counseling, placement and follow-up services.

VTP 1688
Title: Procedure for Planning and Evaluating Senior High School Vocational Education Programs: A Local-State System.

Initiator: William E. Stock
Institution: Minnesota State Dept. of Education, St. Paul
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to September 30, 1975

Objectives: (1) To develop and test a list of tasks which must be performed in order to operate an effective system of career guidance and placement, (2) To obtain base line data for a local program by conducting (a) a survey of occupational needs of students, (b) a follow-up of former high school graduates, and (c) a local manpower survey (and/or obtain data on manpower demand which may already exist), and (3) To develop a set of instruments (process and product) to measure the effectiveness of the career education instruction, guidance and placement activities.
Methodology: The development of four experimental schools to try-out a comprehensive system of providing career education services to senior high school students within a total system of local program planning and evaluation, provides the best vehicle for addressing the general problem of evaluating senior high school vocational education programs. It is anticipated that comparable control schools (schools having no formal placement program) will be selected after the experimental schools have been identified so that meaningful comparisons can be made between experimental and control schools based on comparable follow-up data. The final product will be a handbook which describes the task and means to accomplish each task as it relates to operating an effective system of career guidance and placement.

VTP 1689
Title: The New Hampshire Model for Vocational Guidance, Counseling, Placement and Follow-up Services.

Initiator: Richard A. Gustafson
Institution: Keene State College, Keene, New Hampshire
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To develop, test, and implement, with broad state-wide involvement, the New Hampshire model in guidance, counseling, placement and follow-up services to be used in the 20 area vocational centers, and (2) To develop, test, and package the professional development training needed to provide the skills necessary to implement and operate the New Hampshire model.
Methodology: A task force of up to ten individuals will be appointed to define the elements required to deliver a comprehensive career counseling service.

They will identify, acquire, evaluate, and select those materials which may be appropriate for the development of the New Hampshire model. The project staff, with the assistance of the task force, will draft the New Hampshire handbook for guidance, counseling, placement and follow-up services for pilot testing in two area vocational centers in the State. The task force will then define the staff development activities and the content required to prepare professionals to implement a comprehensive guidance, counseling, placement and follow-up system in area vocational centers. The project staff will develop the inservice training materials designed to improve the skills of professionals and support personnel.

VTP 1690
Title: A Unified School-Community Approach to Remodel Guidance Services and Expand Next Step Placement and Follow-up.

Initiator: Jim Dasher
Institution: Arkansas Dept. of Education, Little Rock
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To set up a model school-community based program in guidance, counseling, placement, and follow-up services in selected schools in Arkansas, (2) To have students in grades 7-12 respond favorably to the expanded group and individual guidance services as indicated by a feedback questionnaire, (3) To demonstrate by the percent of students placed in a job or further education preparation, the ability of the project team to identify job openings and additional education preparations, (4) To demonstrate the ability of the project team to provide follow-up services to students, and (5) To have the community demonstrate interest in fulfilling student needs as indicated by the amount of involvement w th the school.
Methodology: To develop model comprehensive secondary guidance and counseling programs by inviting all eligible schools to submit applications for participation in the project. In each participating school, a local project director will be employed, and a project team identified. By the end of the project, each participating school will have a model plan action with recommendations for implementation.

VTP 1691
Title: DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.

Initiator: Jo Ann Harris
Institution: Northern Illinois University, DeKalb, Illinois
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 15, 1974 to August 15, 1975

Objectives: (1) To design an interactive, computer-based guidance system which facilitates the stages of an individual's career development, (2) To design an interactive counselor-support system which will relieve the counselor of information retrieval and processing functions, (3) To design an interactive administrative system for use in educational settings, and (4) To provide a package of support services and materials which will facilitate the optimum use of the system.
Methodology: Computer-based guidance systems is already well into development and can be completed and ready for nationwide distribution to schools and other institutions by spring, 1976. Only the budget for the guidance half of the development is being funded here. This project provides an alternative and comprehensive delivery system for sequential, developmental career guidance for individuals from grade 7-12. In addition, a computer-based system that will serve students, counselors, and administrators in the educational setting by making maximum use of common data files, softwares, and terminal equipment. The system will be cost-feasible and transportable.

VTP 1692
Title: Supportive Vocational Education

Thrusts in Career Development Delivery System, Pre-Postsecondary Career Development, and 5-Year Follow-up System.

Initiator: Byrl R. Shoemaker
Institution: Ohio State Dept. of Education, Columbus
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To monitor and manage a continuing model of Statewide Delivery System of Career Education in adaptive curriculum development work, (2) To expand a pre-postsecondary program model of instruction in the fields of Business Administration, Engineering, Health Occupations and Social Science for high school students, and (3) To study feasibility of a 5-year follow-up of vocational education graduates through utilization of Social Security data and income tax data.
Methodology: Activities are to complete the staffing of the Career Development Services; to extend pre-post secondary instruction to additional pre-post-secondary students and sites; and to study the feasibility and make pilot run of follow-up information with the Social Security Administration and the Internal Revenue Service. Evaluation will be conducted by a third party. A planned program budgeting, and management system will be developed for implementing Career Development in the grades K-10; a new experential methodology will be developed for pre-postsecondary students in grades 11 and 12; and a low-cost computerized 5-year follow-up system will be produced.

VTP 1693
Title: Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System.

Initiator: Merle E. Strong
Institution: Board of Regents of the University of Wisconsin System, Madison
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to September 25, 1975

Objectives: (1) To generate a "data base" for future planning and development by identifying the present level of placement; involvement of various agencies; guidance activities or services; new services not currently provided; existing or new "agencies"; and the "cost" associated with providing or using placement and related guidance services, and (2) To develop a model for the "coordinated, comprehensive placement system" by interpreting the research data generated by the study, developing and testing a prototype model to provide actual experience which will be utilized in final model development.
Methodology: Two major phases: A research phase, involving surveys of literature and other programs and activities of a related nature, to establish the necessary data base for further planning and a development phase, involving necessary interpretation of the data, the generation of the model and the field testing of the "prototype" model under actual conditions. To aid in accomplishing these tasks, a jury of experts will be involved in decision making relative to the framework of the placement system. In addition, an advisory committee will be formed to assist the project staff in the research study and evaluation of the project.

VTP 1694
Title: A Needs Based Vocational Guidance Program.

Initiator: James E. Bottoms
Institution: Georgia State Dept. of Education, Atlanta
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1975 to December 25, 1975

Objectives: (1) To develop the capacity to plan educational/guidance programs based on student needs, (2) To plan and design a guidance delivery system that will enable schools to meet career development needs, (3) To design and develop training packages that will

enable the local guidance team to acquire the appropriate competencies, (4) To try out the total delivery system in Georgia school systems that have a student body comparable to a variety of schools across the nation, and (5) To emphasize in all aspects of this emerging program the facilitation of career/vocational planning for students at grades seven through twelve.
Methodology: The project will be developed in six phases -- start-up, needs assessment, program planning and development, field testing and piloting, preparation of staff, and implementation. It is anticipated that the first five phases will require the initial eighteen project months to develop, test the concept, and validate the materials. The implementation phase will actually occur after this grant has expired. A published Kit, enabling individual school systems to operate a total career/ vocational guidance program, will be available for national distribution.

VTP 1695
Title: Validation of Assessment Measures for Use With Disadvantaged Enrollees in Occupational Training Programs.

Initiator: Benjamin Shimberg
Institution: Educational Testing Service, Princeton, New Jersey
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To assess the capabilities, interests, attitudes, and motivations of students with respect to themselves and to their job finding and job holding skills, and (2) To devise measures to assess short and long term behavioral outcomes that can be used to define program effectiveness.
Methodology: The ETS staff and Opportunities Industrialization Centers of America (OIC) will collaborate in the preparation of a variety of guides and manuals relating to the administration, scoring, and interpretation of results obtained from the use of various instruments. As its contribution to the project, OIC will provide existing staff to administer the tests and to collect followup data. The group to be tested and followed up longitudinally will be enrollees in the OIC program. Responses to the criterion questionnaires will be coded by trained analysts and all data will be key punched and verified for analysis by computer. The questionnaire will be factor analyzed to ascertain whether the dimensions that have been identified in previous studies hold up and criterion factor scores will be computed for the "best" of the criterion dimensions.

VTP 1696
Title: Operational Blueprint for Health Careers Education and Training Program.

Initiator: Patricia Tompkins
Institution: D.C. Public Schools, Dept. of Career Development, Washington, D.C.
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To develop an operational blueprint for the implementation of a comprehensive multi-level Health Career Education and Training Program for the District of Columbia, and (2) To organize a cooperative body to plan, coordinate, evaluate and monitor health occupations education and training in the District of Columbia.
Methodology: Collect data of current and projected health service and health manpower needs in order to develop a data bank of existing and potential training programs in the area of health occupations. Compile a profile of the student population to be served for career counseling and guidance. Finally the implementation of a Health Careers Education and Training Program in the D.C. Public Schools. On completion of this project it is expected that the primary outcome will be an Operational Blueprint for the implementation of a comprehensive Health Careers Education and Training Program.

VTP 1697
Title: Guidance, Counseling, Placement and Followup Services Project.

Initiator: George H. Washburn
Institution: The Independent School District of Boise City, Idaho
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop a Career and Educational Information Center, (2) To utilize the center by involving students, teachers and counselors in career-related activities, (3) To develop supplementary and enriching materials for the majority of school disciplines which will tie the subject area with career investigations, (4) To develop a placement service component which can involve all students in the target schools, and (5) To develop a follow-up component which will point up the needs in career education and the entire educational program.
Methodology: The establishment of a Career and Educational Information Center, supervised by the district's Career Development Specialist. This center would be portable in nature so that it could serve the needs of several buildings. It would contain audiovisual equipment, audiovisual materials, printed materials, work space, and research help. To help insure the Career Center's usability in the classroom situation, counselors, teachers and specialists will also develop curriculum activities which will correlate these materials and the subject matter being studied in all areas of the curriculum. The primary intents of the placement portion of this project is to place students and school learners in jobs of occupational significance and to involve both public and private agencies in a cooperative effort with the schools designed to involve the total community in the placement of students. The follow-up program will consist of written questionnaires, phone questionnaires and interviews of students and former students on a periodic basis.

VTP 1698
Title: An Employment Agency Model for Providing Job Information to Rural Disadvantaged Populations.

Initiator: Harold R. Bonner
Institution: Prairie View A & M University, Prairie View, Texas
Sponsor: U S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To identify both private and public employment agencies that exist within the target area, (2) To determine the types of services rendered by the employment agencies, (3) To survey potential users of employment agencies to determine factors leading to non-use of available employment agencies, (4) To identify the participation rate of the target population that is served by both private and public employment agencies, and (5) To identify and analyze those factors which impede or prevent vocationally trained individuals from entering in employment fields for which they have been trained.
Methodology: In conducting this study, the following procedures will be used: (1) Guidelines for the survey of job employment agencies will be developed, (2) A survey instrument will be developed to be used in obtaining required information, (3) The selection of a survey team from lay members of the communities to visit and obtain the needed employment information from the target population.

VTP 1699
Title: A Research Project for a Texas Supply/Demand Information System for Vocational Education.

Initiator: Eric Moody
Institution: Governor's Office of Information Services (H & H R Division), Austin, Texas
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To complete the research, development and the resulting implementation of Phase II (Statewide Supply/Demand Match) and Phase III (Substate Supply/Demand Match) of a proposed five phase Information System by: (a) Broadening the occupational categories to include emerging new occupations and the expansion of current occupations, (b) Relating to national and Texas Input/Output Economic Models to make the Supply/Demand Projections more sensitive to economic change, (c) Utilizing special Occupations Studies, presently being conducted in Texas, e.g., Health, Agri-Business and others to augment Supply/Demand Projections.
Methodology: The Supply/Demand Model is designed to utilize data elements from the Texas Education Agencies' Educational Management and Information System (EMIS) and the vocational education student "follow-up" program presently implemented. Planning and research will continue on how to integrate information from the other EMIS category subsystem, as they relate to Vocational Education (facilities, financial, staff, student and instructional program), into the Supply/Demand model for both strategic and local planning.

VTP 1700
Title: A State Manpower/Curriculum Management System.

Initiator: Donald M. Giles
Institution: Oregon State Dept. of Education, Salem
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To provide for the development, refinement and use of manpower data in program planning, curriculum development and guidance and counseling, (2) To create a data base through occupational task/competency/ instructional analysis for purposes of program planning, curriculum development and guidance, and (3) To provide models for utilization of data in curriculum development with emphasis on individualized instruction, work experience, and student assessment.

Methodology: Using manpower analyses of major occupational areas underway, this project will concentrate on identification of priority occupational areas for task analysis and curriculum development activities. In order to achieve these goals, at least three types of data are necessary: (1) detailed listing of occupations; (2) employment data and projected needs and (3) output data from existing training programs. A computerized system will be developed to organize and disseminate this data. A primary consideration in the development of curriculum materials for career education is the availability of valid information about the tasks performed in careers. This information will be obtained by obtaining previously completed task/competency analyses of occupations or, if these are not available, by creating analyses.

VTP 1701
Title: Forecasting Model - Statewide Manpower Projections for Vocational Education.

Initiator: Frank Henry Wimer
Institution: Coordinating Council for Occupational Education, Olympia, Washington
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To document the model which will translate Federal and State forecasting information into a form usable by local school and community college districts, (2) To field test the model with four secondary schools, two vocational institutes, and six community colleges, (3) To evaluate the validity of the model and incorporate necessary changes to validate and finalize the model, (4) To document the validated model and procedures so as to provide for transportability to other schools within the State, as well as outside the State, (5) To prepare the plans for the participating schools and community colleges based on the information provided by the forecasting

model, and (6) To orient and train the necessary school administrators on the effective use of this forecasting model as a managerial tool to improve their knowledge and skills needed to improve the planning process within their respective districts.
Methodology: Sources and types of forecast information currently available will be identified and evaluated by the various user groups, e.g., secondary and postsecondary institutions, to determine their utility and extent of use in enrollment, occupational program class enrollment forecasting along with impact of such enrollments and manpower requirements on facility and personnel requirements. Building upon tested forecast techniques, a model will be developed for translating aggregate manpower projections into requirements at the local level, including techniques for using such local manpower forecast in guidance and counseling, facility construction, program planning, curriculum development and other related areas of administration. Following a field testing of the model, the personnel in the user institutions will be trained in how to use the manpower information in administering their particular program.

VTP 1702
Title: Vocational Management Information Interface Study.

Initiator: Albert D. Link
Institution: South Carolina State Dept. of Education, Columbia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to May 31, 1975

Objectives: (1) To pilot an automated student accounting model to determine the cost feasibility of expanding a vocational education data base, (2) To pilot system-to-system interface through program conventions, (3) To pilot a management information retrieval and dissemination process tailored to the needs of vocational education decision makers, (4) To pilot systems capable of producing auditable enrollment, completion, and student follow-up information, and (5) To disseminate the findings of the study in the southeast region.
Methodology: This study is built around three phases which relate to the school schedule rather than funding cycles. The major products of Phase I include the development of software, collection forms, implementation design specification and related outcomes. Phase II is a detailed pilot study of the implementation and major data collection phases of the project. The major products of phase II include a detailed analysis of the procedures and designs proposed for collecting student data, school transaction files and final student accounting files. The final phase, phase III, includes products such as the final report, cost analysis, follow-up reports, final evaluation reports, and an internal management report.

VTP 1703
Title: A "Hands-On" Information System for Vocational Education Planning: Applications Based on Changing Energy Resource Availability and Pricing.

Initiator: David W. Stevens
Institution: University of Missouri-Columbia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to August 31, 1975

Objectives: (1) To bring the current state of the art of projecting employment levels and composition to the attention of administrators of vocational education programs, (2) To describe the data requirements for accomplishing specific types of projections and to relate currently available data to these requirements, (3) To document the development of an information system that is responsive to changing circumstances, and (4) To host a national conference in June 1975 to disseminate the results of our research activity.
Methodology: The first two objectives stated above will be accomplished at a

seminar for the Missouri State Department of Education. A paper will be prepared, after an evaluation of a synthesis of methodological and data issues, for distribution to administrative planners. The third objective will be achieved by refining the current Missouri Occupational Training Information System (MOTIS) to reflect labor market circumstances that are not incorporated in any current information system. While the data used will focus on Missouri impacts, the method will be replicable and will be of obvious national significance.

VTP 1704
Title: The Comparative Efficacy of Selected Manpower Demand Projection Techniques on Diversified Populations.

Initiator: J. Brown Morton
Institution: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: To provide a guide to State and local administrators, planners, evaluators, researchers, and other user groups for selecting the most accurate manpower demand projection technique to use on diversified populations with budgeted costs.
Methodology: Seventy seven counties in Oklahoma will be stratified into six population levels. From this stratified population groups, six counties will be selected randomly for comparing the efficacy of selected manpower demand projection techniques in making one, three, and five year demand projections for selected occupations. The Bureau of Labor Statistics matrix, with modifications for small populations, and the modified Area Skills Survey technique will be tested by comparing the demand projections, using the two techniques, with the results of a comprehensive survey of the population one year later. Calculations will be made for each technique to obtain percentage of error for each population group and the detailed expenditure. Adequate statistical tests will be made to verify each step in the process. An advisory committee will be established to give guidance and direction to the project including the modifications of techniques to be tested, procedures for applying the techniques, statistical treatment of data, and a supply and demand system to be used.

VTP 1705
Title: Development and Implementation of a Model for a Regional Information System for Vocational Technical Education.

Initiator: Garry R. Bice
Institution: The University of Tennessee, Knoxville
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop a model for a regional information system for vocational-technical education, (2) To implement a regional information system for vocational-technical education, and (3) To determine the feasibility of regional research and development efforts for information systems.
Methodology: Four primary phases of operation will be utilized to develop the total project. Phase I will include determining specific needs and interests to modify existing files and computer programs. This will be developed in a way that additional information may be added or data updated at anytime it becomes available. Phase II will consist of providing inservice training to potential users. Phase III will be the actual operation of the system, providing services to user groups. Phase IV will consist of evaluating the value of the total system. Mailed questionnaire and personal interview techniques will be used.

VTP 1706
Title: Choctaw Manpower/Demographic Survey Project.

Initiator: Phillip Martin
Institution: Mississippi Band of Choctaw Indians, Philadelphia, Mississippi
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to March 31, 1975

Objectives: (1) To collect and analyze basic manpower, labor force, and demographic data on the Choctaw population, and (2) To establish a basic household/family information data base to serve as a basis for the consolidation of all existing program and agency records maintained by tribal, USPHS and BIA offices on the Choctaw reservations.
Methodology: All data collected via this survey will be subjected to extensive analysis and compared with previous data to indicate current demographic trends in the population, as they affect manpower planning. The survey instrument and analysis will be structured so as to permit computer print outs of basic manpower data, such as: (1) The size of the Choctow labor force, (2) The location of the Choctow labor force by community and concentration, (3) the composition of the Choctow labor force by age and sex, and (4) The characteristics of the Choctow labor force in terms of mobility, educational level, prior work experience, current employment status, occupational, and educational aspirations, disabilities, and willingness to work off the reservation.

VTP 1707
Title: Implications of Changes in Occupational Characteristics in the Next Decade for Planning in Vocational Education.

Initiator: Leonard A. Lecht
Institution: National Planning Association, Washington, D.C.
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to August 31, 1975

Objectives: (1) To devise a series of indicators to provide an overview of the expected changes in the characteristics of occupations in the next decade, (2) To assess the implications of the anticipated changes for priorities in planning in vocational education, and (3) To present the quantitative findings, together with an analysis of the implications of the data for vocational educators and disseminate the findings.
Methodology: The basic approach in the study will be to develop and interpret the significance of three types of indicators to supply a basis for assessing the relationship between changes in occupational characteristics and planning in vocational education. The indicators are: (1) occupational characteristics profile, (2) career opportunity priority indicators, (3) vocational enrollment-job training indicators. The three indicators would be presented on a national basis for 1980 and 1985, and for a recent base year. The study would also explore opportunities for preparing similar indicators for individual states. To encourage the dissemination of the finds, it is proposed that three two-day conferences be held for persons involved in national planning in vocational education and an audience made up of state and local personnel.

VTP 1708
Title: Manpower Information Research Training Project.

Initiator: Neal Edward Vivian
Institution: The Ohio State University, Columbus
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: To plan, coordinate, and operate a three-day training program which will upgrade the competencies of a selected number of vocational researchers in the area of manpower research and its implication for planning programs for the state, local and national levels.

Methodology: The increased emphasis on manpower research in vocational education has served to underscore the immediate need for greater numbers of vocational educators with stronger backgrounds in statistics, research, and particularly those skills involved in making accurate manpower projections, translating manpower forecasts into program requirements, and the use of available job labor and demographic information related to the needs of the federal, state, and local levels. This three-day special research training program will be held as pre-session to the 1974 American Vocational Association convention in New Orleans, Louisiana.

VTP 1709
Title: Nebraska Vocational Information System.

Initiator: No data
Institution: Nebraska Dept. of Education, Lincoln
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To develop an information system for the Nebraska Department of Education's Division of Vocational Education which would become an integral part of the data gathering activities of the State Department of Education, and (2) To develop a model to be used by vocational education administrators for incorporating the data system into the administrative function.
Methodology: The project activities are divided into the following phases: (1) Assessment; (2) Priority Determination; (3) Design. In the Assessment Phase, a review will be made of other information systems as well as an analysis of both data gathering and reporting instruments. A selection will be made of data elements (e.g., student, teacher, program, school, cost) based upon the recommendation of the Division of Vocational Education and its needs and an Advisory Committee established to provide counsel for the project. In the Priority Determination Phase, a determination will be made of elements necessary for the vocational information system as well as instrument acceptability, data availability, etc. This phase will be followed by a Design Phase in which instruments will be developed or adapted according to element priorities along with the development of a computer program, local capability to report data elements, and administrative capability to use data elements, the latter two activities requiring a training program.

VTP 1710
Title: Developing a System for Comprehensive Vocational Education Planning for Local Schools.

Initiator: W. A. Rumbaugh
Institution: Kansas State Board of Education, Topeka
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 10, 1974 to December 10, 1975

Objectives: (1) To develop Vocational programs and curriculum, (2) To determine training needs through manpower studies and relate to guidance activities, (3) To disseminate information on innovative vocational programs, (4) To assist schools in organizing co-op work experience programs, and (5) To develop learning package and individualized instructional materials.
Methodology: During the planning phase the state agency will specifically define the major objectives of systems, prepare an overall system design, outline reporting requirements, and determine the schedule and approximate cost and implementation of the system design. The system design will include components for guidance counselor activities, curriculum development and implementation and innovative type vocational programs. After top management review and approval of the systems plan, the systems development phase can begin.

VTP 1711
Title: Comprehensive Instructional Management System for Occupational Education in New York State.

Initiator: Robert S. Seckendorf
Institution: New York State Education Dept., Albany
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To design and demonstrate the effectiveness of an Instructional Support Subsystem (ISS) for Occupational Education, and (2) To determine the empirical or institutional feasibility of implementing the Targeting Subsystem. Methodology: The ISS via the use of a closed - loop feedback system manages instruction and the allocation of resources (including manpower), by detecting discrepancies between planned and actual performance by students and allows for immediate corrective action with respect to instructional resources being allocated to and the instructional activities being implemented in the classroom. A targeting system is one of a hierarchy of systems required to support the effective delivery of superior occupational education to the residents of New York State. The Targeting Subsystem replaces the major function of present follow-up surveys by having computers carry out long-term analyses concerning whether occupational education is effective in equipping students to advance themselves both in terms of real income and promotions.

VTP 1712
Title: A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Waste Water Management System.

Initiator: Harold S. Fisher
Institution: Muskegon Area Intermediate School District, Muskegon, Michigan
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To establish programs in secondary and post secondary vocational-technical agricultural training related to this new method of waste water usage in agricultural production by: (a) Determining the labor demands for occupations which will result from this new farm system and do a task analysis on each position, (b) Developing instructional modules and determining their place in either the secondary or postsecondary structure, (c) Implementing an articulated curriculum with actual programs and gain full approval for State funding. Methodology: Through a systematic collection of data, a study of all aspects of job demands, existing and future, created by the installation of the new county wide waste water control system in Muskegon County will be conducted. Competencies studies are underway to do task analysis and identification of training requirements. Data collection instruments and the computer programs will be utilized to the maximum extent when feasible and appropriate. Instructional development and curriculum research will be accomplished by project staff with consultant assistance from Michigan State University. A student awareness program will be created to have students recognize the new program and the job opportunities related to it.

VTP 1713
Title: Task Inventory Exchange (TIE).

Initiator: Paul E. Schroeder
Institution: The Center for Vocational and Technical Education, Columbus, Ohio
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To establish a central repository and clearinghouse for task inventories that are being produced throughout the country in varied occupations, (2) To publish and distribute an initial directory of available occupational task inventories, (3) To search, identify and acquire what additional existing

task inventories are available, (4) To compile and publish an expanded (2nd edition) directory noting what inventories exists, their characteristics, and where copies may be obtained, and (5) To compile and synthesize the empirical research findings that have been published on the development and use of task inventories.
Methodology: Print and distribute TIE Clearinghouse service flyer announcing its establishment, including availability of 1st directory and a request for copies of additional task inventories from the field to the clearinghouse. Contract with a local firm to produce microfiche masters of acquired additional inventories. Each new document will be reviewed to identify relevant characteristics to establish descriptive parameters concerning task inventory or associated task data. The availability of the 2nd directory will be announced in Center and USOE publications and newsletters. A program paper will be prepared to synthesize empirical findings on development and use of task inventories.

VTP 1714
Title: A Comparative Study of States Staffing Patterns and Delivery Systems of Vocational Education and their Relative Effectiveness.

Initiator: Richard W. Whinfield
Institution: University of Connecticut, Storrs
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To determine the relative effectiveness of vocational education administration through state directed schools, independent area schools, local educational agencies or combinations thereof, (2) To determine the relationship between staffing patterns and delivery systems to the development of high school level, post-high school level, and adult level, (3) To determine the relationship of staffing patterns and delivery systems to: (a) various programs of vocational education, (b) various groups to be served (students with special needs, disadvantaged, etc.), (c) various services provided (teacher education, research, guidance, work study programs, etc.), and (d) coordination with other state, regional and local agencies.
Methodology: Reports of quantitative measures based primarily on service to students will be collected and comparisons made by computers within, as well as across categories, permitting combinations of various categories to be analyzed. State reports, census data, and manpower data will be compared and reviewed to determine the relative quantity of vocational education by each of the categories. Financial expenditures will be used in the study of the quality of education. With these two measurements (quantity and quality), the states which rank highest will be identified for use in an in-depth study. There will be a further analysis based upon staffing patterns and delivery systems as established using categories developed upon analysis of state plans. A series of written reports will be generated identifying characteristics of administrative structure which appear to be related to success.

VTP 1715
Title: Multifarious, Student-Based, Management-Oriented Information System.

Initiator: Ronald D. McCage
Institution: Illinois State Board of Vocational Education and Rehabilitation, Springfield
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To operationalize a student data base, using modern optical scanning technology at the student level, that will facilitate the reporting, planning and regulatory requirements of the Illinois Division of Vocational and Technical Education, and (2) To operationalize a manpower demand data base including demand

projections to facilitating matching curriculum content with skill requirements of a given job or job cluster, and to allow assessment of qualitative changes in curriculum generated by productivity changes.
Methodology: The Illinois Multifarious, Student-Based, Management-Oriented Information System has been designed to build upon five component areas (student supply data, manpower demand data, student follow-up data, on-site evaluation data, and cost analysis data) currently under varying stages of development. These areas, when interfaced with the placement service component and the Area Planning Council, will provide a single, viable, interactive system that will provide information for rational decision-making at the state and local level. Concentration will be centered on completing the development of the student and manpower data bases and pilot-testing these components in concert with the other components as a total system in selected counties of the State to determine their implications for Statewide implementation at a later date. All informational gathering activities will be automated to the extent possible to make maximum utilization of a computer network to facilitate the collection, storage, and retrieval of information and provide immediate feedback of the information to state and local planners as well as to the participating schools.

VTP 1716
Title: Development of a Management Information System of the Puerto Rico Research, Planning, Evaluation, Statistics and Report Coordinating Unit.

Initiator: Vidal Velez Serras
Institution: Puerto Rico Dept. of Education, Hato Rey
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To analyze and evaluate the planning, programming, and evaluation functions of the VTE program to determine what occupational demand and supply data is required for the accomplishment of these functions, (2) To make a critical survey of existing sources of data on occupational demand collected, tabulated, interpreted and analyzed by the agencies of the Government of Puerto Rico, (3) To design a methodology for collection, tabulation, and analysis of occupational demand data, and (4) To develop the methodology of the follow-up surveys among recent graduates to improve the response to the questionnaire.
Methodology: This project intends to design and establish a Vocational Education Management Information System that will quantify as precisely as possible the number of jobs available in different economic sectors. Once the data collection instruments are available for use, the regional information coordinators will be trained intensively in all aspects of data collection. This system will have sub-systems for students basic data file, a manpower forecast basic data file, teachers basic data file and facilities basic data file.

VTP 1717
Title: The Development of a Basic Vocational Education Information System.

Initiator: Robert L. Morgan
Institution: Center for Occupational Education, North Carolina State University, Raleigh, North Carolina
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to November 30, 1975

Objectives: (1) To produce a set of information requirement specifications at the elementary-secondary, postsecondary, and adult levels for a vocational education information system, (2) To identify a set of informational elements for potential inclusion in a standardized minimal requirements informational system for use in vocational education planning and evaluation, and (3) To analyze the informational needs of selected user groups and determine the hierarchical information requirements.

Methodology: A preliminary list of informational elements will be developed through the content analysis of a body of relevent literature. After the initial list has been developed and a functional analysis methodology employed to ensure the comprehensiveness of the element list developed, it will be reviewed by consultants who have had experience in measurement and information system development with respect to exhaustiveness, clarity of definition, appropriate level of aggregation, overlapping or redundant elements, data availability, relevancy, and preferred method of collection. The recommendations of the consultants will result in a revised list of information elements with their accompanying justification. Representative user groups, e.g., state legislatures, chief state school officers, state advisory councils, state vocational education departments, will then be used to reduce the list of informational items to a manageable list of user justified items in terms of present or projected information needs. A needs assessment inventory will then be administered to key representatives of various user groups to determine the relative importance of the information elements.

VTP 1718
Title: Manpower Program Evaluation Followup.

Initiator: No data
Institution: Alaska Dept. of Education, Juneau
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 1, 1974 to May 31, 1975

Objectives: Develop a followup system which would supplement the manpower and student assessment programs currently in progress and provide the following: (1) Data on which to base adjustments needed in course offering to meet actual demands of the labor market, (2) Data on job difficulties experienced by former vocational students, (3) Insight into counseling and placement needs, (4) Data on type of job placement assistance used by students, and (5) Data on the extent to which former students used their training.
Methodology: In order to obtain needed information on graduates and dropouts of vocational programs at the secondary, postsecondary, and adult level which are approved for Federal or State funding, including both general vocational education students as well as MDTA and CETA students, a self-instructional package will be developed to enable local education institutions to conduct followup studies on their own students. The Department of Education will coordinate the local followup studies and provide on-site assistance in setting up the system, including the self-instruction booklets, questionnaires, supplies, postage and telephone expenses requisite to implementing the program. The local followup studies will be validated by the Department of Education by taking a random sample of the graduates of each program and following these graduates' accomplishments, degree of technical proficiencies, etc. at the State level.

VTP 1719
Title: Career Educatiom Project.

Initiator: Henry H. Poppe
Institution: Mobile County Public Schools, Mobile, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: August, 1974 to June, 1975

Objectives: To implememt the second phase of the career education model produced by the previous research amd development project. Related sub-objectives are leadership training, faculty training, student placement, career counseling, materials development amd review, and development and utilization of community resources.
Methodology: The project will commence with staff planning of training and implementation strategies. Although initial workshops and orientation will be held for leadership and faculty training at the beginning of the school year, such training is perceived as a continuous process through use of inservice meetings, planning periods, classroom

visitations, appropriate materials, consultants, release time, etc. Materials review and development will be conducted by staff personnel; central office personnel; and, to the extent possible, teachers. Continuous development and utilization of community resources will be accomplished through assistance of the community cluster committees. Federal funds total $35,000.00.

VTP 1720
Title: Coffee County's Approach To A Comprehensive Placement Program - Grades One through College.

Initiator: Virgil Coleman
Institution: Coffee County Schools, Coffee County, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to August 31, 1975

Objectives: (1) To implement an integrated program of occupational information, guidance and training extending from the elementary school to the post-high school level, and (2) To intensify training for potential drop-outs (grades 9-12) and twelfth grade and college students who had not previously had a salable skill in school.
Methodology: (1) Identify part-time and full-time employment opportunities, (2) Demonstrate and document a systematic procedure for identifying and contacting prospective customers, (3) Identify the kinds of information needed from businesses and agencies regarding employment prospects for students in various circumstances, such as drop-out, potential drop-outs, handicapped persons, graduates, etc., (4) Demonstrate the predictive validity of the identification process making revisions if necessary, (5) Utilize local human resources in each school community, technical and academic colleges, (6) Organize an advisory committee in each school community to make recommendations to the coordinator, and (7) Organize a coordinating committee in each school, with a chairman to work with the coordinator. Federal funds total $15,000.00.

VTP 1721
Title: A Comprehensive Placement Program for Covington County, Andalusia City, and Opp City School Systems.

Initiator: Robert Moseley
Institution: Covington County Board of Education
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: August 1, 1974 to July 31, 1975

Objectives: (1) To coordinate the placement services of all the school systems in Covington County to serve the needs of students more fully, (2) To provide job experiences and training as a phase of the student's curriculum, and (3) To involve manpower agencies in the project efforts.
Methodology: Offices will be established in each school. The proper administrative officials, counselors, teachers, and students will be involved in an orientation program. Manpower agencies will be contacted and information received will be kept on file. Working closely with counselors, students will be placed in positions which are most suitable for them according to their interests and abilities. Some students will be transported to the local State technical college. An evaluation of our project will be used for curriculum revision, in-service training, and modification of our existing programs so that the placement services can be incorporated therein. Upon the completion of the project, the majority of Covington County population will have in some way come in contact with our placement services. Federal funds total $19,000.00.

VTP 1722
Title: Cooperative Occupational Opportunities and Placement Program.

Initiator: James Underwood
Institution: Greene County Board of Education, Eutaw, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to June 30, 1975

Objectives: (1) To provide guidance services for individual and groups of

students to increase their depth of understanding of their personal capabilities, interests, and values; and (2) To arrange observation activities or part-time employment for students to help them learn more about occupations and work settings.
Methodology: (1) Interview all Juniors and Seniors for participation in a co-op arrangement with local employment agencies, (2) Contact local employment services, including State Employment Service, company personnel managers, etc. for identifying and providing work sites for juniors and seniors, (3) Incorporate career and occupational information into the instructional plans for cooperating teachers of students in grades 8-12, (4) Information on the project's effectiveness will be disseminated through news releases, special radio programming, production of video-tapes on the work program, and through a program evaluation document sent to each school district within the state, (5) Hypothesis: If there is a correlation between the world of learning and the world of earning, student drop-out rates may be significantly reduced. Federal funds total $15,000.00.

VTP 1723
Title: Developing a Comprehensive Placement Program.

Initiator: Jimmy W. Bice
Institution: Shelby County Board of Education, Columbiana, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to June 30, 1975

Objectives: (1) To establish or improve existing communication among schools and the world of work, (2) To apply information obtained from the increased school and community contact toward curriculum development, (3) To provide relevant information and experiences for students, graduates, and school leavers which will assist them in making sound career decisions, and (4) To assist all high school students toward placement in employment or further training in keeping with their decisions.
Methodology: Each of the seven high schools in the County and the Area Vocational Center will participate. A County placement coordinator will be the administrator of the project. Staff members will be selected in each school who will be the point of contact in that particular school. They will assist in establishing contact with their local community and will devise means to facilitate the exchange of information and ideas between the school and the community. The system's placement coordinator will work with agencies already concerned with placement activities including the State Employment Service and the admission branches of technical schools, colleges, and universities. This effort will be to define the services of the agencies and to incorporate them into the comprehensive placement program. Information concerning the needs of the community and effectiveness of the school program in meeting these needs, as well as the availability of placement related services, will be assembled for each high school district. This information will serve as the basis for curriculum development and improved guidance and placement services. Federal funds total $14,944.28.

VTP 1724
Title: Fashion Merchandising Program.

Initiator: J. E. Wyrosdick
Institution: Montgomery Public Schools - City and County, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: July 1, 1974 to June 30, 1975

Objectives: To develop and implement a Fashion Merchandising Program whereby the student will be given an overall view of the fashion industry and an opportunity to develop appropriate salable skills.
Methodology: Textile design, weaving and all those aspects involved in distribution of fashion merchandising will be studied by 11th and 12th graders over a two-year period. The Union Street Area Vocational Center will be the first in Alabama and possibly the first nationwide to implement

curriculum developed pursuant to a grant from the U.S. Office of Education to The Fashion Institute of Technology, New York, New York, 1973. Federal funds total $15,285.00.

VTP 1725
Title: Implementation of Career Education K-8 in Phenix City Public Schools.

Initiator: Clifford S. Smith
Institution: Phenix City Board of Education, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to June 30, 1975

Objectives: To provide subject relating exploratory experiences for students in the middle school (grades 6-8) including orientation and counseling.
Methodology: The career awareness component will provide curriculum guides in social studies and science utilizing an integration of Career Education activities and concepts. The units which have been developed and those new units which will be developed will be disseminated by the elementary Career Education coordinator. This coordinator will orientate teachers to the concept of Career Education, assist in writing new units and provide support services for the elementary teachers. Federal funds total $17,500.00.

VTP 1726
Title: Placement Implementation Project.

Initiator: Henry H. Pope
Institution: Mobile County Public Schools, Mobile, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to July 31, 1975

Objectives: To implement a comprehensive, centrally coordinated placement service in the Mobile County Public Schools.
Methodology: In cooperation with the Mobile Area Chamber of Commerce, a comprehensive industrial occupational survey will be maintained. Objectives will include compiling job and job-training information in providing support for the placement program. Also included will be estimates of future manpower and training needs. An occupational survey will be conducted annually of area firms not included in the Chamber of Commerce survey. Continuing personal contact will be maintained with representatives of the major area employers for continual job informational input. Contact will be maintained with government agencies such as State Employment Service, CETA, NYC, YOC, NABS, etc., in taking advantage of employment opportunities available through their services. Contact will be maintained with community civic organizations and professional associations in publicizing the placement service. Federal funds total $15,500.00.

VTP 1727
Title: A Program Designed to Provide Occupational and Educational Placement Services for all Exiting Students of the Tuscaloosa County School System.

Initiator: Jesse C. Bailey
Institution: The Tuscaloosa County School System, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to August 31, 1975

Objectives: To place each exiting student in a job or an educational program that will meet his expressed needs based upon both objective and subjective data.
Methodology: A person referred to as Placement Coordinator will help each exiting student take the "next step" from the status of being a student enrolled in a public school environment to a novel status of being an employee or a student enrolled in a post-high school educational institution or program. The Placement Coordinator will spend the amount of time that is necessary in locating, and describing, for the students, occupations and educational opportunities that will be available for them upon their exiting the public school. Subsequent to his identifying the placement opportunities, he will place each student in a job or educational program that will meet the student's needs of which will be ascertained on both subjective (student's)

and reliable objective data. Federal funds total $15,500.00.

VTP 1728
Title: A Classroom Training Conference for Youth Leaders of Distributive Education in Arizona Vocational Education.

Initiator: Ronald T. Gould
Institution: Washington High School, Glendale Union High School District #205, Glendale, Arizona
Sponsor: Arizona State Dept. of Education, Phoenix
Duration: August 23, 1974 to May 1, 1975

Objectives: (1) Students will demonstrate their synthesis of leadership with 80 per cent of the local membership in their vocational D.E. youth group participating in a minimum of one group activity event during the school year as evidenced by the activity records of the group. (2) Students in attendance, 90 percent will demonstrate their application of leadership by conducting local classroom membership training programs as evidenced by the chapter activities records. (3) By the end of school year 1974-75, 65 per cent of the senior D.E. members of the local DECA chapter will demonstrate their comprehension of youth organizations by participation in a regional and/or state DECA activities as evidenced by the local and state DECA activities records.
Methodology: The project director will: (1) organize a draft of revised schedule of activities for the leadership conference, (2) contact and explain program, i.e., goals, D.E., DECA, students responsibility, etc. to a sponsor for plant facilities and meals to conduct the training session for 150 students and advisors, (3) contact and develop final program activities with professional traine r Dr. Susan N. Cummings, (4) compose, write, and mail a letter of invitation to all D.E. programs in the state to participate, (5) complete the development and printing of student handbook to be used at conference. Federal funds total $499.55.

VTP 1729
Title: Development and Use of Challenge Exams for Clinical Laboratory Nursing II, Part II.

Initiator: Mary Jane Hattstaedt
Institution: Pima Community College, Tucson, Arizona
Sponsor: Arizona State Dept. of Education, Phoenix
Duration: July 1, 1974 to December 31, 1974

Objectives: (1) To provide a model for challenging clinical laboratory requirements in Nursing II that could be applied to all nursing courses with appropriate modifications, (2) To present testing model for challenging clinical laboratory requirements in Nursing II to other vocational education programs at Pima Community College and other interested educational groups, and (3) To offer a summary report of this clinical laboratory challenge examination project for publication in professional literature.
Methodology: Activities include: (1) Make appropriate changes in tests, based on consultation, (2) Nursing student consultants will take challenge exams in the areas they originally challenged. Performance on examination and verbal and written feedback will be obtained from them, (3) Obtain consultation on test design from Dr. Euganks and Karen Tyler after experience with test administration to nursing student consultants, (4) Review of tests based on data obtained in Item (2), (5) Inform students of possibility of challenging obstetric, pediatric, and geriatric clinical in Nursing II, (6) Test application, (7) Review of selection process and standardized tests of clinical laboratory objectives, and (8) Identify parts of standardized tests model for Nursing II which are unique to obstetric, pediatric and geriatric nursing; identify those parts of testing model which could be applied to other nursing courses with an example for each part. Federal funds total $4,879.86.

VTP 1730
Title: A Model for Evaluation of the Distributive Education Program in Arizona.

Initiator: Kenneth Rowe

Institution: Arizona State University, Department of Administrative Services, College of Business Administration
Sponsor: Arizona State Dept. of Education, Phoenix
Duration: August 1, 1974 to December 31, 1974

Objectives: (1) Survey all secondary distributive students in the State of Arizona to determine their self-concept, and this will be compared with the self-concepts of non-vocational students, (2) Survey all distributive education secondary students in Arizona to determine their work values, and these work values will be compared with value satisfactions as identified by employed workers in the fields of marketing and distribution, (3) All distributive education secondary students in Arizona will be surveyed to determine their evaluation of the current distributive education program, its objectives, and its achievements, (5) An occupational assessment of the marketing/distribution cluster will be conducted.
Methodology: Survey instruments will be developed to measure and complete the objectives as stated. To determine work values of students in distributive education, the objective will be measured by Super's work values inventory. Brookover's instrument will be used to measure vocational students' self-concepts. Rodney Davis, a graduate student at Arizona State University, has developed an instrument to measure student evaluation and coordinator evaluation of the distributive education program as designed by the national philosophies of the program. This instrument will be administered to the students and the coordinators in the state. Federal funds total $4,041.94.

VTP 1731
Title: A Study of Career Centers in the State of California.

Initiator: Thomas J. Jacobson
Institution: Grossmont Union High School, La Mesa, California
Sponsor: California State Dept. of Education, Sacramento

Duration: February, 1974 to June, 1974

Objectives: (1) Identify and analyze the common elements and the differences found in the operation of career centers in schools in grades 7 through 14, (2) Determine and describe the practices and procedures utilized with materials and media which will enhance or inhibit the most effective operation of career centers in schools in the 7-14 grade level, (3) Determine the use made of career centers by students and the effect on their visition to the career centers on a student's vocational development and resulting career decisions, (4) Document staffing patterns utilized in the operation of career center and evaluate their effectiveness, (5) Develop a proposed model of a school career center that can be modified for use in grades 7-14, based on findings obtained from the study, (6) Determine if the service the students receive in career centers stimulates enrollment in vocational education programs, and (7) Determine what types of materials in use in career centers were most and least helpful to students.
Methodology: To achieve the objectives in the study will be in conjunction and cooperation with the contracting agency selected for the project. The time line for development of the activities for completion of these objectives and activities is six months. A final report will be submitted at that time. A proposed time line for the conduct of the study will include: selection of research organization to complete the study, establish a Career Center Advisory Committee to assist the research organization in the planning and conduct of the study, study design, review of the literature, development of research tools, practices and procedures, selection of a stratified sample of schools to participate in the Career Center study, conduct of the study, assemble data for study findings, prepare a rough draft of study findings, critique of initial draft of the study report, refine study report, and publish completed study report. Federal funds total $40,000.00.

VTP 1732
Title: An Exemplary Program Establishing Cooperative Distributive Education for Disadvantaged Youth.

Initiator: John J. LeConche
Institution: Hartford Board of Education, Connecticut
Sponsor: Connecticut State Dept. of Education, Hartford
Duration: October 1, 1974 to June 30, 1975

Objectives: (1) To provide employment (training stations) for students who have left school, and (2) To develop a relevant plan of training and education for each individual participating in the program.
Methodology: The Project Director will contact local employers and local outlets of national chains to establish training stations. He will recruit and train counselors, teachers and coordinators and effectuate initial placement and training. Through Project 70,001, more students will be involved in occupational education. The students will receive outstanding training in the field in which they are employed by an on-the-job supervisor, and a classroom experience in the subjects of Distributive Education and Math. Federal funds total $30,918.00.

VTP 1733
Title: Job Career Exploratory and Placement Program.

Initiator: William C. McGarrah
Institution: Urban League of Greater Hartford, Inc., Connecticut
Sponsor: Connecticut State Dept. of Education, Hartford
Duration: August 1, 1974 to June 30, 1975

Objectives: (1) To provide disadvantaged youth and adults an accelerated basic program of career guidance and entry employment with advancement potential, (2) To inform all interested disadvantaged persons who may have limited educational background of available career opportunities, (3) To provide a planned program which assists disadvantaged persons to be involved in determining acceptable careers, (4) To provide business and industry a specific and reliable source which can provide them with interested qualified candidates, (5) To provide on-the-job training positions for populations being served, and (6) To provide adequate supportive and follow-up services in order to maximize job retention.
Methodology: This program is designed to provide vocational guidance and employment for at least 100 to 120 disadvantaged persons. It is estimated that the program will operate on a 10 month basis. Recruitment will be an extension of the current Urban League effort and will continue to involve such agencies as: Connecticut State Employment Service, Community Renewal Team, Human Relations Commission of Hartford, City and State Welfare Department and local high schools. Provision will be made to coordinate planning, development, and operation with other programs. Each candidate, with the assistance of counseling and job site visitations, will select his vocational area of interest. Business and industry will assist by providing a brief orientation for the candidate which will include such information as: importance of occupation, advancement potential, income, advantages, and disadvantages of the occupation and opportunities. Federal funds total $14,843.00.

VTP 1734
Title: Delmarva Career Education Project.

Initiator: Doyle I. Owen
Institution: Seaford School District, Delaware
Sponsor: Delaware State Dept. of Public Instruction, Dover
Duration: July, 1974 to June, 1975

Objectives: (1) All students of Delmarva Penninsula, upon graduation, will have an offer of employment (subject to existing economic conditions) or acceptance to an institution of higher learning, (2) All students of the Delmarva Penninsula will be made aware of careers and will be encouraged to explore career areas of their choice,

(3) Through classroom experience students will be made more aware of occupational information and Delmarva Economic Region labor potential and the basics of job readiness, and (4) Students will be assisted in the planning of career choices with information of present and future Delmarva Economic Region manpower needs. Federal funds total $11,737.00.

VTP 1735
Title: Development of a Model Delivery System for Comprehensive Exploratory Program.

Initiator: Doyle I. Owen
Institution: Seaford School District, Delaware
Sponsor: Delaware State Dept. of Public Instruction, Dover
Duration: July, 1974 to June, 1975

Objectives: (1) Students will have a working vocabulary concerning terms in the world of work, (2) The student will recognize the value of all occupations as they relate to each other, (3) The student will have firsthand ("hands-on") experiences in a variety of career options and use of basic hand tools, (4) The student will demonstrate acquisition of attitudes necessary to succeed in a career, and (5) The student will recognize and compare the relationships between the Seaford area and other localities and their opportunities for employment.
Methodology: (1) Irvin Wheatley who is working half-time as Career Guidance and Placement Counselor will work half-time to coordinate the development, implementation and evaluation of the model delivery system, (2) A time line and procedures for implementing the elements of the plan will be constructed, (3) Implementation procedures will provide for maximum involvement by staff, students and community, and (4) Plan adoption procedures of the Seaford School District must be followed. Federal funds total $12,756.00.

VTP 1736
Title: Performance Based Self-Paced, Individualized Instructional System.

Initiator: Donald E. Dunkle
Institution: Kent Vocational-Technical District, Woodside, Delaware
Sponsor: Delaware State Dept. of Public Instruction, Dover
Duration: July, 1974 to June, 1975

Objectives: (1) Each instructor will break down the units of his course into separate concepts and build his packages around this concept. The students will master these concepts at their own rate of speed and at the competency level indicated by the instructor in the objective to each package, (2) For each package an instructor develops, he will include a measurable performance objective, which is so clearly stated that there is no doubt on the part of the student as to what he must accomplish and to what level of performance he must accomplish it, demonstrated by the fact that each student works on his own, following the procedures given in the package, with assistance from the instructor when needed, and (3) Each instructor will build into the packages valid tests, relating directly back to the objective, on the material covered in that package so that both student and instructor know immediately after the instructor evaluates a demonstration and/or written test that a student has or has not mastered the concept covered in the package at the competency level required.
Methodology: (1) Instructors will be required to develop an analytical job description, (2) Instructors will develop a profile sheet specifically detailed into individual concepts, (3) Each trade area is required to have a functioning advisory council which assists in development of a "needs assessment" which includes those skills required by prospective employers, (4) Instructors are encouraged to write and develop student-centered, self-pacing individualized packages for their own trade area, (5) Instructors will gear the language of the packages to the most basic vocabulary terms in order to have good communication, and (6) Instructors make sure that the behavioral objective for each package

is measurable so student can evaluate himself. Federal funds total $25,151.00.

VTP 1737
Title: A Project to Provide Career Opportunities to Elementary Children in Kindergarten Through Grades Four in Awareness and Explorative Activities.

Initiator: Franklin Arbaugh
Institution: Capital School District, Dover, Delaware
Sponsor: Delaware State Dept. of Public Instruction, Dover
Duration: July, 1974 to June, 1975

Objectives: (1) To establish career centers in each of the district's six elementary schools, (2) To provide pertinent information, materials and equipment so children may explore and be made aware of career opportunities, (3) To correlate careers and WOW concepts in current social studies program, (4) To provide a career interest core around which the learning experiences of children are developed in career centers, and (5) To develop the child's ego and self perception during the kindergarten year.
Methodology: (1) Identification of a room in each of the six elementary schools to house the career centers, (2) Recruitment and selection of community resource persons, (3) Selection and purchase of budgeted equipment, materials and supplies, (4) Establishment of career centers, placement of materials, supplies and equipment to be ready on use, and (5) Orientation of community resource personnel and all K-4 teachers as to job relationships and pupil tasks. Federal funds total $29,555.00.

VTP 1738
Title: Vocational Curriculum Development.

Initiator: Rachel Schweitzer
Institution: New Castle Vocational-Technical District, Wilmington, Delaware
Sponsor: Delaware State Dept. of Public Instruction, Dover
Duration: July, 1974 to June, 1975

Objectives: (1) To create and develop occupational curriculum and exploratory materials utilizing various audio-visual production techniques. (2) To make available resource materials to instructors at Delcastle Technical High School for use in their curriculum that will be current and relevant to modern techniques, (3) To develop and expand career education curricula with the cooperation of occupational instructors, (4) To make available a library of occupational curriculum materials as developed for use in specific instruction and exploratory programs, and (5) To develop resource materials including audio-visual teaching aids so they can be coordinated with each occupational area.
Methodology: A second room in addition to the Multi-Media Library will be developed as a continuation of this project as a "workroom" where instructors may preview films, transfer tapes or use the video tape facilities with supervision. The technical staff will be able to assist Delcastle instructors in the preparation of materials. Original materials will be duplicated as needed, but one copy will be retained in the curriculum center for reference by other schools. Any additional expense incurred as a result of permanently retaining materials would be borne by the individual school requesting the materials. Audio-visual or graphic teaching aids will be developed in areas of related academic subjects so they can be coordinated with each occupational area in both secondary and adult education. Federal funds total $21,188.00.

VTP 1739
Title: An Initial Systems Model for the Development and Implementation of a New, Comprehensive Health Occupations Education Program Management Plan for Students and Instructors in Indiana.

Initiator: Beverly Hankenoff
Institution: HOPE, Inc., New Castle Community School Corporation, Indiana
Sponsor: Indiana State Board of Vocational-Technical Education, Indianapolis
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To develop a relevant two-phase in-service program to meet

professional developmental needs of these instructors; (2) To develop a competency-based teacher training program for the future preparation of health occupations teachers that will be accomplished in four phases; (3) To develop a performance based student training program that will be accomplished in three phases; (4) To develop in two phases a co-curricular youth organization program; and (5) To develop in two phases a system for providing information services to teachers, teacher-trainers, students, and other people.
Methodology: The design of this project is developmental action research. Its purpose is to develop an articulated plan that will provide for the immediate and future growth of the health occupations education field. Each of the five major components of the system (Professional Development, Competency-Based Teacher Training, Performance Based Student Training, Youth Organization, and Information Services) will be investigated and developed concurrently in phases because of the need for internal communications as the total system is evolved. The time line below shows the developmental schedule for the first year funding of the project. Also shown are the kinds of data that will be generated and the use to which it will be put. Federal funds total $18,800.00.

VTP 1740
Title: A Project to Develop and Field Test an Independent Study Program in Vocational Education.

Initiator: Dennis G. Fruits
Institution: Indiana University, Vocational Education Program Area, Bloomington
Sponsor: Indiana State Dept. of Public Instruction, Indianapolis
Duration: August 1, 1974 to July 31, 1975

Objectives: (1) To explore viable alternatives for providing vocational education on an independent study basis, (2) To identify vocational education course areas where independent study could be used, and (3) To suggest a system or plan, whereby an independent study program may be infused into the existing vocational education pattern in Indiana.
Methodology: (1) Synthesize related literature and research in the area of independent learning theory and apply to the development of a model to guide the project, (2) Consult with the State Division of Vocational Education and local educational agency personnel now providing vocational education regarding alternatives to school based vocational instruction, (3) Conduct a survey of potential secondary and post secondary students to determine areas of anticipated interest in vocational independent study, (4) Survey the various vocational education agencies (secondary, post secondary and higher educatio to (a) identify schools which could integrate an occupationally related independent study program into their offerings, (b) secure reactions from agency personnel regarding appropriate vocational course areas, and (c) collect information relating to the feasibility of the concept, (5) Consult with the Indiana University Independent Study Division staff in developing a model or system which will promote the concept and circumvent some of the associated problems identified in the feasibility study section of the project. The I.U. Independent Study Division will serve the project in an advisory capacity only. Federal funds total $21,144.00.

VTP 1741
Title: Development of Performance Objectives and Criterion-Referenced Measures for V-TECS Project Areas.

Initiator: Bruce Carpenter
Institution: Curriculum Development Center, University of Kentucky, Lexington
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To identify incumbent workers or other individuals with technical expertise, (2) To use incumbent workers and other individuals with technical expertise to provide technical information needed to write objectives and test measures from identified tasks.

Methodology: (1) Co-directors of the V-TECS projects will develop expertise in the actual writing of performance objectives and criterion-referenced tests through workshops and other inservice activities; (2) They will identify all resource material which will be useful in writing performance objectives and criterion-referenced measures for their specific areas, (3) They will write initially objectives and criterion measures from those tasks for which they possess the technical expertise to identify the necessary procedural steps. These objectives and test items will be validated with incumbent workers and other individuals; and (4) They will write objectives and criterion measures from those tasks for which they lack technical expertise after using incumbent workers or other individuals to identify the technical procedural steps for completing and measuring the task. Federal funds total $4,000.00.

VTP 1742
Title: Printing and Disseminating Career Education Documents.

Initiator: Bruce Carpenter
Institution: Curriculum Development Center, University of Kentucky, Lexington
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: May 15, 1974 to December 31, 1975

Objectives: (1) To develop a brochure to announce the availability of the career guides, (2) To print 500 copies of these guides and other documents by September 1, 1974, and (3) To disseminate career education documents to Kentucky teachers and other appropriate educators who request them.
Methodology: The eleven guides will be completed by the material specialists in the Curriculum Development Center. The other documents will be compiled by committees working with Elsie Kennedy who will do the final writing. They will be printed by the Printing Department, University of Kentucky. Federal funds total $10,950.00.

VTP 1743
Title: Two Hour Vocational Classes at the Laurel County Area Vocational School.

Initiator: James E. Moore
Institution: ROPES, Region 13
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To determine the efficiency of two hour instructional blocks for five trade and industrial education programs of instruction, (2) To determine effect of change as perceived by the professional staff, and (3) To determine feasibility of utilizing in other area vocational education centers within Kentucky.
Methodology: For the second year pupils are to be enrolled in the Laurel County Area Vocational School for two hours of instruction per day instead of the traditional three hour block of time. The student will receive instructions in the trade area in which they are enrolled and related instruction, individualized where appropriate and available. Federal funds total $17,710.00.

VTP 1744
Title: Vocational Education Public Information Program for the Pennyrile Region.

Initiator: Joyce Logan
Institution: Vocational Education Programs, Regional Office, Madisonville, Kentucky
Sponsor: Kentucky State Dept. of Education, Frankfort
Duration: July 1, 1974 to June 30, 1976

Objectives: (1) There will be a 15 percent increase in the number of high school students who can properly define vocational education, (2) Given a list of high school offerings, the students will be able to identify the vocational offerings with a 20 percent increased accuracy, (3) There will be a 5 percent increase in the number of students surveyed who will properly identify the academic ability level for which vocational programs are designed, and (4) All counties in which less than 50 percent of the students surveyed rated vocational education

offerings good or excellent shall increase positive responses by 10 percent. Methodology: A Steering Committee and Program Subcommittees were organized to review public information efforts and recommend additional activities. Vocational personnel in the region were surveyed to determine additional public information activities deemed worthwhile. Additional public information activities will be carried out and the survey instrument administered in 1975 and 1976 to determine progress and accomplishment of project objectives as well as validity of trends evident in initial survey results. Public information materials developed through this project will be reviewed by Bureau of Vocational Education personnel and duplicates made for statewide use as requested. A slide presentation on this project and a project pamphlet will also be developed for use in other parts of the state. Federal funds total $3,880.00.

VTP 1745
Title: Career Education - Career Guidance.

Initiator: No data
Institution: Somerset County Board of Education, Princess Anne, Maryland
Sponsor: Maryland State Dept. of Education, Baltimore
Duration: Three years

Objectives: (1) To promote the values of career oriented curriculum content, (2) To increase teacher and student participation in career education - career guidance content over FY73 participation, (3) To involve each county student with career oriented instructional content, (4) To enable each student to explore one occupation of his choice in accord with his age, level, and ability, and (5) To have one fourth of the county's student body visit a business or industry.
Methodology: (1) Teacher accomplishments through monthly county wide progress reports; Encourage interfaculty cooperative faculty meetings; (2) Encourage each principal to have his faculty attain greater involvement in the classroom and faculty meetings; Provide central office personnel for consultation and content development, (3) To conduct county workshop; Provide central office personnel for consultation and direction, (4) Product 4 newsletters for parent and business-industry awareness of programs activity; Promote PTA or PTSA programs regarding career education, (5) Select teachers to present content; Provide class time for student activity, (6) Establish interdisciplinarymonth as February 1974 and have all county schools participate with their project. Federal funds total $23,000.00.

VTP 1746
Title: Career Information Resource Center for Learning Experiences.

Initiator: Kenneth H. Smith
Institution: Baltimore County Board of Education, Western Vocational-Technical Center, Balitmore, Maryland
Sponsor: Maryland Office of Economic Opportunity, Baltimore
Duration: July, 1973 to July, 1976

Objectives: (1) To provide information upon which intelligent career choice can be made by parents and students, (2) To stimulate better school achievement by emphasis upon career goals, (3) To provide teachers with career instructional materials which can be used in the classroom, (4) To increase emphasis upon career exploration, and (5) To provide hands-on experiences for teachers through in-service programs.
Methodology: (1) Personnel will consist of two representatives from each of three elementary schools, two high schools, Western's three department chairmen, and the principal, (2) The workshop will survey available commercial material, curriculums now in operation, and the career needs of youth, (3) The workshop will formulate and plan methods of getting career materials into use in the classroom, and (4) The workshop participants will serve as a continuing advisory group to the Center Information Center. Federal funds total $16,000.00.

VTP 1747
Title: Project "ACE" Approaches to Career Education.

Initiator: Joseph Purcell
Institution: Baltimore County Board of Education, Kenwood Senior High, Baltimore, Maryland
Sponsor: Maryland Office of Economic Opportunity, Baltimore
Duration: June, 1974 to 1977

Objectives: (1) The faculty will increase their awareness of the concepts of Career Education through a one-week staff development summer workshop at the site of the school. (2) The faculty will lay plans and prepare for a schoolwide involvement in Career Education through a one-week summer workshop with 5 ten-month teachers, 3 twelve-month Department Chairmen, 1 twelve-month counselor, 1 ten-month counselor, and 1 twelve-month assistant principal. (3) The school will provide a program of career awareness for every student in the 10th grade. (4) The student will become involved in decision-making pertaining to his goals through a multi-dimensional approach. (5) The student will explore occupational clusters through general curriculum offerings, through media, through field experiences, and through face-to-face involvement with the life styles of people in the world of work. (6) Conduct a nine session evening class in Career Education for a group of 30-50 parents. List notable influence this group of parents will have on the decision of their children who are tenth graders. Use a pre-treatment and a post-treatment measurement.
Methodology: (1) The faculty steering committee will become oriented during the one-week on-site summer workshop. (2) The faculty committee will prepare materials and outline the detailed yearly plans. (3) Field experiences, work samples and hands-on involvement will be the major focus of one group of tenth graders. (4) Media explorations including independent projects and contracts will be the focus of group two (of the tenth grade). (5) Consultant input to the educational setting, e.g., workers representing all career areas, plus utilization of Decisions and Outcomes will be the focus of group three of the tenth grade. Federal funds total $19,100.00.

VTP 1748
Title: AT LAST: Affective Training for Learning Affective Skills for Today.

Initiator: Gary F. Elwell
Institution: Capitol Area Regional Vocational Center, Augusta, Maine
Sponsor: Maine Dept. of Educational and Cultural Services, Augusta
Duration: October 1, 1974 to October 1, 1975

Objectives: (1) To design a replicable curriculum which can be integrated with a skill development curriculum in Maine Vocational Education Programs, (2) To create administration/teacher awareness of the value of affective learning in the skill development curriculum, (3) To create an understanding of the value of affective knowledge in job seeking and performance on the part of teachers and students, (4) To create an understanding by employers of the needs of new employees to receive positive reinforcement for good work attitudes, and (5) To familiarize parents of students who find learning or job performance difficult.
Methodology: (1) A competent, skilled affective learning consultant, knowledgeable in group process, will initiate scheduling for student, teacher, parents, employer group criteria, and establish bench marks for the involvement of each group in the learning program. Utilizing the administrative space at the regional vocational school, the consultant will supervise an assistant and such peer counselors as may prove appropriate for learning circumstances. The Affective Learning Program will require the learning consultant 100% of the time and the assistant 50% of the time. Consultants will be utilized where appropriate -- approximately 50% of the time. (2) The Affective Learning Consultant will meet with administration and teachers to schedule the teacher workshops. (3) An attitude survey will be administered through the school administration to determine relevant attitude and behavior variables which when monitored measure goal effectiveness. (4) Implementation of the student portion of the program will occur in the fourth week of the teacher/administration phase of learning. In this way, teachers will

possess certain skills such as sympathetic listening, positive reinforcement, and problem solving as the student begins the same program teachers are in. Federal funds total $20,000.00.

VTP 1749
Title: Cooperative Vocational Education Training Program for Cashiering.

Initiator: Donald E. Moore
Institution: Orono High School, Maine
Sponsor: Maine Dept. of Educational and Cultural Services, Augusta
Duration: October 21, 1974 to October 30, 1974

Objectives: To give 16 year old students the opportunity to receive training even if they do not meet the existing pre-employment requirements. The student who completes the training program will gain the necessary experience and confidence to be employed as cashiers.
Methodology: Arrangements have been made with Dougs Shop and Save food store chain to train 10 to 20 students. Each student will receive 11 hours of instruction consisting of 5 hours classroom and 6 hours on-the-job instruction on a one to one instruction basis. The coordinator will evaluate the merits of the program based on skills gained, jobs secured, and student satisfaction with the program. Federal funds total $368.44.

VTP 1750
Title: Concord Career Education Project - Implementing.

Initiator: David Morin
Institution: Concord Union School District, New Hampshire
Sponsor: New Hampshire Dept. of Education, Concord
Duration: July, 1974 to June, 1975

Objectives: The Concord Career Education Project Coordinator will work cooperatively with the Concord High School Guidance Staff to establish a Career Resource Center at the High School. This Resource Center will be in operation by October 1, 1974; will consist of print and non-print materials specifically for High School students and staff; and will be under the supervision of the High School Guidance Department.
Methodology: (1) An individual working in the Concord High School Guidance Department will be designated as Coordinator of the Career Resource Center. (2) The personnel of the High School Guidance Department will recommend what basic materials and media equipment are necessary for immediate operation of the Center; and will submit a Mini-Grant Proposal to the Career Education Project for continued project support. (3) If funds are available the project will support the rental of a computerized system that will enable students to receive instant information relating to future career choices. (4) The Guidance Staff will disseminate information to the High School staff and student body of the resources available in the Career Resource Center. Federal funds total $5,000.00.

VTP 1751
Title: Information System for Career Guidance.

Initiator: Chris Kehas
Institution: Manchester School Dept., New Hampshire
Sponsor: New Hampshire State Dept. of Education, Concord
Duration: September, 1974 to June, 1975

Objectives: To submit to the Project Directors a summary of the testing in which is noted (1) what were limitations of the system, (2) what were advantages of the system, and (3) what is needed to make a complete information system component. To compile a written report. The report will note problems encountered and methods used to overcome them, with recommendations for avoiding or resolving these kinds of problems in later efforts in the district and in other districts throughout the State.
Methodology: (1) The project staff will review the system and become knowledgeable about its use and organization; (2) The project staff will develop objectives to meet the needs of the different student populations; (3) The counselors and teachers, in each high school, will

develop a series of coordinated learning activities for/with their students; (4) Each staff member--teacher and counselor--will maintain a written record of the problems, difficulties, obstacles, and successful strategies associated with attempts to integrate a computerized information system into the guidance and instructional program; and (5) At a June meeting, the project staff will discuss their records and by consensus determine what needs to be included in the report. Federal funds total $4,718.00.

VTP 1752
Title: Phase II Needs Assessment Project.

Initiator: Richard Gustafson
Institution: Keene State College, Keene, New Hampshire
Sponsor: New Hampshire State Dept. of Education, Concord
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To design, develop and produce a supplementary section for the New Hampshire Needs Assessment Handbook for Vocational Education Planning which presents alternative ways of addressing the Needs Assessment activity, and (2) To design, develop and produce a usable document which provides instruction and demonstrates case studies in the using of needs assessment data to develop vocational education plans.
Methodology: Using literature review and consultant assistance, a segment addressing different approaches to needs assessment will be published for inclusion in the "New Developments" section of the Needs Assessment Handbook. Using already written proposals, data gathered from use of the Handbook and examples from literature, a document on how to use needs assessment data will be developed. A case study approach, with numerous examples and simulations will be the format. The document will be task oriented and have a "workbook" approach. Federal funds total $5,300.00.

VTP 1753
Title: Career Education K-10.

Initiator: Fred Ricketts
Institution: Columbus Board of Education, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To provide a sequential, systematic program of career education that will blend with the existing curriculum, (2) To develop an experienced based curriculum which results in a student observable relevancy between present education and future adult life, and (3) To promote student career development which will lead to a meaningful, tentative career selection in senior high school.
Methodology: Simulated life experiences will be coordinated both within the classroom and in the community to develop understanding of the application of the knowledge, skills, and attitudinal concepts taught in the curriculum. An evaluation design will be developed in cooperation with the Columbus City Schools Department of Evaluation and Research which will result in a systematic and periodical measure of the degree of achievement of program goals. The emphasis will be on process. Students, teachers, administrators, parents, and other community people will be included in the evaluation. Federal funds total $69,880.00.

VTP 1754
Title: A Career Education Program Proposal.

Initiator: Larry Miller and Don Burch
Institution: East Muskingum Local Schools, New Concord, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To increase awareness of aptitudes and interests, (2) To increase student motivation to be a part of the world of work, (3) To increase student knowledge of occupations related to the various academic subjects, (4) To provide "first-hand" experiences in occupational areas of student interest. The student will intensely investigate

three areas, and (5) To increase teacher participation in the Career Education instructional activities.
Methodology: Activity-centered experiences and the real world of work will serve as sources of instruction. Teacher instruction will center around their existing discipline areas while exploring the 15 U.S.O.E. Clusters of Occupations. Visitations to businesses and industry will be made. Parents will be invited to share with the students the identification of their jobs. Filmstrips, books and tape recordings will be available for students who desire a follow-up concerning their particular interest. The Ohio Vocational Interest Survey will help enable the student to focus upon his goal of a wise career decision. Federal funds total $14,282.00.

VTP 1755
Title: Art Career Awareness/Exploration.

Initiator: Sharon Hull and Robert Brooks
Institution: Roger Williams Middle School, Providence, Rhode Island
Sponsor: Rhode Island Office of Economic Opportunity, Providence
Duration: September, 1974 to June, 1975

Objectives: (1) 80% of students will be able to pass on the Art Jobs Recognition Test (Post) with 70% accuracy. (2) The students will define a job cluster. (3) 80% of students will define the Fine Arts cluster and Visual Arts. (4) The students in the consumer group will demonstrate consumer responsibility by analyzing an advertising campaign and redoing it honestly. (5) The students will demonstrate an understanding of architecture and what an architect does by designing a floor plan for a kindergarten school with considerations for traffic patterns, light and activity within.
Methodology: Eighth grade students (approximately 50 per quarter) will be pre-tested for Artistic Creativity. Those who answer yes on 50% of the True/False part and who creatively solve the last four parts of the test (as evaluated by the art teacher) will be given the option of producing a portfolio and working independently. When the class listening to speakers, having films, or any group activity, they will participate, but will spend most of their time working on their own in the classroom. These students will produce ten samples of their work and a folio to display them in 10 weeks. They will submit them for written evaluation to the teacher, the principal, and a professional in the field of the student's choice as well as possibly a teacher at Central High School and anyone else who will take the time and has the expertise to evaluate it. The typing teacher has agreed to help them write their letters requesting evaluations. Federal funds total $2,835.00.

VTP 1756
Title: Career Awareness in Communications.

Initiator: Daniel Storte
Institution: Washington School, Coventry, Rhode Island
Sponsor: Rhode Island State Dept. of Education, Providence
Duration: September, 1974 to June, 1975

Objectives: (1) The student will be able to identify with 70% accuracy on a teacher-made test the careers relating to communications especially in the fields of newspapers, radio and television. (2) The student will be able to identify on a teacher-made test with 70% accuracy the tools associated with these media. (3) The student will be able to identify with 70% accuracy on a teacher-made test the jargon related to communication. (4) The student will be able to identify with 70% accuracy on a teacher-made test the problems associated with these careers. (5) During the course of the year, three student-made newspapers will be distributed in the community. Reaction to the papers will serve as partial evaluation of this project. (6) The students will be able to produce a 20-minute "radio" (taped) program and a 20-minute "television" (video-tape borrowed from Title I).
Methodology: Our staff will consist of three six-grade teachers with the following experience: (a) one with 2 years experience - participant in the URI Newspaper workshop, (b) one with 10 years experience, a Master's degree, participant in URI Newspaper workshop,

and (c) one with 4 years teaching experience; Master's degree. The program will be geared to approximately 75 sixth-grade students. Careers in communication will concentrate mainly on the fields of newspaper, radio and television. Initially students will be allowed to print a simple newspaper using ditto masters. A minimal amount of formal instruction will be given. This first issue will act basically as a pretest to the entire program. A teacher-made pretest will also be administered. Methods used during the next stage of the program will include: (1) interviews, (2) use of consultants, (3) field trips, (4) guest speakers, (5) large group instruction, (6) small group instruction, (7) hands on demonstrations, (8) role playing type of activities, (9) activities (discussion groups), (10) student use of self-directed career information cards (teacher-made). Federal funds total $1,670.43.

VTP 1757
Title: First Step Consumer Awareness Education.

Initiator: Jacqueline Monopoli and Velma Capace
Institution: West View Elementary, Cronston, Rhode Island
Sponsor: Rhode Island State Dept. of Education, Providence
Duration: September, 1974 to June, 1975

Objectives: (1) The proposed program is intended as a first step in student and parent education to help both develop scrutiny in their ability to purchase, also to make parents aware of the enormous role they play in our consumer cosiety. (2) Sixth grade pupils will avail themselves of printed information on consumer affairs, available through Attorney General's Office, R.I. Consumer Bureau, etc. (3) Sixth grade students will increase their consumer awareness through informative sessions with speakers from the consumer affairs agencies--State, Local, Media, and Press. The students will be divided into two groups.
Methodology: The program will include a sequence of activities--individual pupil projects, group projects, field trips, speakers, correspondence, dissemination of information, workshops, and parent committee meetings. The following sequence is planned: (1) Preliminary overview of consumer education and the "why", (2) Parent orientation session with formation of parent committees, (3) General instruction regarding the goals and end results of the program--tasks for children, (4) Student selection of projects for study, (5) Information research and correspondence, (6) Engaging speakers, (7) Planning relevant field trips, (8) Workshop participation--project development, and (9) Culmination of study-will include projects on display manned by children. Invitations to school community for dissemination of knowledge acquired by students. Federal funds total $3,799.25.

VTP 1758
Title: Project: Career Planning.

Initiator: Nancy Landes and Bob Brooks
Institution: St. Dunstan's Day School, Providence, Rhode Island
Sponsor: Rhode Island State Dept. of Education, Providence
Duration: September, 1974 to June, 1975

Objectives: (1) 80% of the students will increase their knowledge of careers as indicated by improving their scores on the Career Maturity Inventory in the areas of occupational information and self appraisal, (2) 90% of the students will indicate basic knowledge of two careers of personal interest by choosing the areas and writing a coherent paragraph as determined by the English teacher relating entry level skill requirements, tasks involved in the occupation and entering and average salaries, (3) 75% of tenth grade students will indicate continued interest in career exploration by electing the Component B course for the following year as recorded on student course election forms, and (4) 70% of the students will indicate a desire to know about occupational areas by signing books out of the library on the topic of career education as observed by the librarian in check-out records.
Methodology: The population will consist

of all students in the ninth and tenth grades, approximately 20 heterogeneously grouped students, Subject matter courses will include presentations by people who represent careers specifically related to the area. Masters or journeymen representing trades will be included as well as business and professional persons, and a mix of male and female representatives will be presented. There will be five field trips and ten presentations arranged during the year, on an average of one every two weeks, which will be an integral part of the subject matter course and also an optional activity for other students interested in finding out more about the occupational area. The project coordinator will work with the subject matter teachers in scheduling the outside experts and developing curriculum units for preparation and follow-up activities. Federal funds total $1,381.48.

VTP 1759
Title: Reading Into Careers.

Initiator: Lila Corney
Institution: Lincoln Middle School, Rhode Island
Sponsor: Rhode Island State Dept. of Education, Providence
Duration: September, 1974 to June, 1975

Objectives: (1) Introduction and motivation, (2) Transportation, (3) Communication and media, (4) Business and Office, and (5) Public Services
Methodology: The procedure to be followed in this project integrates career education into the existing reading program. The avenues provided for extending into an exploration of career opportunities are as numerous and varied as the reading material. Above is an outline of the methods to be used and an explanation of their correlation to the present structure of the reading curriculum. Federal funds total $2,247.39.

VTP 1760
Title: An Analysis of Secondary School Vocational Agriculture Instructors' Philosophical Positions on Contemporary Educational Issues.

Initiator: Harold R. Matteson
Institution: University of Wisconsin-Madison, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June 1975

Objectives: (1) To identify current issues that confront high school vocational agriculture instructors, (2) To identify alternative philosophical positions these teachers could take regarding these issues, (3) To solicit instructors' beliefs by asking them to choose from alternative positions presented with each issue or to state their own unique positions, (4) To relate their philosophical positions to independent variables taken from background data on instructors, and (5) To suggest implications these findings have for development of teacher education curriculum and for curriculum used in high school agriculture programs.
Methodology: Through the review of literature, attendance at meetings and conferences, discussions with the leadership, and our own experiences, a comprehensive list of persistent and contemporary issues will be identified. Alternative positions on each issue will be formulated producing questionnaire items. The items would be organized on the questionnaire using a framework which includes the basic elements of a philosophy. Literature suggests that a framework similar to the following might be used to organize the beliefs of these educators: Content and methods of instruction, Teacher's role, Student-teacher relationship, How learning takes place, Characteristics and needs of clientele, Objectives and outcomes to be attained, and Definitions. Federal funds total $1,100.00.

VTP 1761
Title: Career Development in Industrial Education.

Initiator: V. J. Wadleigh
Institution: Clintonville District Schools, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison

Duration: July, 1974 to June, 1975

Objectives: To further expand the Career Development and Open Shop Concept as evidenced by: providing additional exploratory and preparatory individualized learning experiences within the Communications cluster, and broader exposure at the Jr. High level through the acquisition of Software and Hardware related to the three identified clusters.
Methodology: 1973-74 was a year of implementation of a new and innovative approach to the teaching of Industrial Education to the students of the Clintonville Public Schools. The curriculum is new and exemplary for us in that: (1) It provides for an articulated program of Industrial Education in grades 7-12, (2) It uses as a common base for all grades the concept of Career Development, (3) It provides for a strong exploratory base in all areas (Communications - Materials and Processing - Power) prior to the selection of and enrollment in the more specialized areas, (4) It provides for an integrated program of Career Guidance by Utilizing the Wisconsin Career Awareness Inventory (WCAI) in grades 7-8 and the Ohio Vocational Interest Survey in Grades 9-11, (5) It provides for an Open Shop Concept which allows the student to select a given area within a cluster and go in depth in that area or to select a cluster and get further exploratory experiences in all areas of that cluster, (6) It provides for individualization of instruction through the use of student-learning contracts, and (7) It provides for a learning resource center that can be utilized by students in all clusters of our Industrial Education Program. Federal funds total $11,672.00.

VTP 1762
Title: Career Education - Community Involvement Continuum.

Initiator: Gerald Skaar
Institution: Lincoln High School, Wisconsin Rapids, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) Provide for the expansion of the computer science and data processing curriculum, (2) To examine communication processes employed in organizations and careers and identify tasks and situations wherein these processes are fundamental, (3) To identify the steps in the performance of these fundamental tasks, (4) To provide an experimental plot for practical application of current agricultural practices, (5) To survey the opportunities for journalism jobs, and (6) To teach students good journalistic values--integrity, honesty, fairness, etc.
Methodology: The determination of the success of the project will depend mainly on the amount of staff and student involvement in the use of the computer. A continuing survey and report would be made as to the utilization of the computer by the staff and students. The survey would specify the subject area, purpose, value, and effectiveness of use. Any curriculum material developed and used by the various departments would be collected, evaluated, and disseminated to all interested staff. Copies of the utilization survey and materials developed would be submitted to the office when they become available. Federal funds total $8,000.00.

VTP 1763
Title: Food Service Workshop.

Initiator: T. Elaine Staaland
Institution: Dept. of Public Instruction, Madison, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To refine competencies for secondary and post-secondary food service programs, (2) To adapt competencies which would enable the participation of handicapped and disadvantaged in training programs, (3) To refine and further develop curriculum guides for food service secondary and post-secondary vocational and associate degree programs, (4) To continue to utilize consultants in the development of articulated food service curriculum, and (5) To prepare a document, which will be field tested in selected pilot

secondary and post-secondary schools. Methodology: Participants will include the following individuals: secondary food service teachers (8); VTAE coordinators (home economics) (2); food service vocational program instructors (5); food service associate degree educators (5); and consultants (to be identified). Participants who implemented the food service articulated model will meet and refine the plan reflecting the 1973-74 school year experiences. Upon completion of this task, a written document will be produced which will be the proposed articulated model for state food service programs from secondary through post-high vocational schools. During the time that the project is field tested, an evaluation team consisting of three individuals to be selected will visit the sites to determine practicality of the model. Federal funds total $1,950.00.

VTP 1764
Title: Greater Milwaukee Metropolitan Area Career Education Project Office Proposal, Phase III.

Initiator: Richard G. Manske
Institution: Cooperative Educational Service Agency #19, Milwaukee, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To act as a catalyst for the development of K-adult career education programs, (2) To collect and disseminate, on a periodic basis, information about career education activities taking place in the Milwaukee area and elsewhere through the publication of a monthly newsletter and through the use of a project operated career education lending library, (3) To cooperatively plan and conduct a continuing series of career education workshops, seminars and conferences for teachers, counselors and administrators from public and private schools in the Milwaukee area, (4) To cooperatively plan and conduct workshops, seminars and conferences where adult members of the public, particularly women, can learn about career education as it relates to career choice and decision-making in their own lives, and (5) To seek out and work with business, industry, labor and community organizations to foster career education programs in the Milwaukee area.
Methodology: (1) Periodic visits by the project director and/or associate director to area schools to discuss career education needs and assist in planning career education programs, (2) Publication of a monthly career education newsletter to disseminate career education information to all public and private schools in the Milwaukee area, (3) Operation of a career education lending library, (4) Cooperatively planning and conducting three one week career education workshops for area K-12 educators as well as shorter conferences and workshops as opportunities become available, and (5) Cooperatively planning and conducting several adult careers conferences to further the effort begun with the New Careers Conference conducted in February, 1974. Federal funds total $21,303.00.

VTP 1765
Title: Health Occupations Education Program.

Initiator: Fred Ponschok
Institution: Shawano High School, Shawano, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: Program will be designed to: (1) Help students explore health careers, (2) Prepare students for entry level employment in the health industry, (3) Prepare students for entry into advanced education and/or training in health related fields; (4) Help students to become informed consumers of health services and resources.
Methodology: (1) Survey of community plus 60 mile radius; (2) Results of workshop to write guidelines; (3) Survey of students having completed initial survey course; (4) Input and endorsement from local advisory committee; (5) Input and endorsement from local school administration. Federal funds total $17,000.00.

VTP 1766
Title: Developing Instructional Materials to Aid in Implementing the Wisconsin Guide to Local School Improvement in Industrial Education, K-12.

Initiator: Lawrence S. Wright
Institution: University of Wisconsin-Stout, Menomonie, Wisconsin
Sponsor: Wisconsin State Dept. of Public Instruction, Madison
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To identify areas in the Guide, including the capstone level, where additional efforts should be exerted for implementation, (2) To develop instructional materials (both self-instruction and group directed) that coincide with the model previously developed, (3) To field test the materials developed, (4) To continuously revise the materials as a result of the field tests, and (5) Publish the materials. Methodology: To employ a "Coordinator of Industrial Education Instructional Materials Development" who will be located at the University of Wisconsin-Stout in the Center for Vocational, Technical and Adult Education. His function will be to carry out the objectives of this proposal. We would expect to maintain this twelve-month position for one year. The program proposal will be undertaken in cooperation with the Wisconsin Department of Public Instruction; the Center for Vocational, Technical and Adult Education, The Graduate College, and the Department of Industrial Teacher Education, School of Industry and Technology -- all at University of Wisconsin-Stout. Federal funds total $11,000.00.

VTP 1767
Title: Multi-Lateral Vocational Project.

Initiator: Joseph Pellegrin
Institution: Oshkosh Area Schools, Oshkosh, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To provide opportunities for the development of salable skills for students enrolled in rural, small high schools which have been judged to have inadequate programs and program facilities, (2) To more fully utilize programs and facilities in larger school districts and Fox Valley Technical Institute, (3) To increase student's opportunity to gain salable skills during and immediately after terminating the comprehensive high school experiences, (4) To increase cooperation and articulation between Public Schools and Fox Valley Technical Institute, (5) To increase cooperation between larger Public Schools and smaller Public Schools, and (6) To increase cooperation of public and non-public schools on a regional basis. Methodology: This is a research grant to conduct a super-ordinate feasibility study for determining structure and posture for developing cooperative opportunities for vocational education. To aid school districts in identifying areas in which financial allocations may be deployed to increase vocational opportunities for more students. To establish continuous dialogue between participating institutions. To evaluate (the structure and communication channels). Establish a liaison with participating institutions. Develop common programming within each regional area. To articulate programming between regional areas. To allow modification to occur within the super-ordinate structure. Federal funds total $11,672.00.

VTP 1768
Title: Office Occupations Classification.

Initiator: Dan Wunsch
Institution: University of Wisconsin-Eau Claire, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: To identify the following: (1) Which type of office jobs are available for secondary school office education graduates (statewide and by CESA employment area), (2) What skill standards are required for various office positions (statewide and by CESA employment area), and (3) Other

appropriate data which will be determined from the results of the revision of the questionnaire by various businessmen and students.
Methodology: Visitation by project director to each CESA district office. Request from contact person a name of business teacher in each secondary school which has office education in the CESA district. Survey instrument revised by: (a) teachers enrolled in "Introduction to Research Methods" class at UW-Eau Claire, (b) visitation by project director to 6-10 varying size businesses in Eau Claire where instrument will be administered, and evaluated by project director and businessmen, (c) revised questionnaire sent to 6-12 randomly selected businesses for their comments and criticisms, (d) final draft of survey instrument developed and (e) final draft reviewed by DPI personnel. Master list developed by CESA district from names and addresses identified by teachers. Questionnaire sent to all businesses (follow-up 3 to 4 weeks after initial request). Federal funds total $4,563.00.

VTP 1769
Title: Project Invest Pre-Service - In-Service - Post-Service.

Initiator: Ruel F. Falk
Institution: University of Wisconsin-Eau Claire, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To pilot the workflow simulation IN/VEST Materials in training sights during 1974-1975 school year, (2) To develop teaching strategies and become familiar with materials in a two-day workshop, August 7-8, 1974, (3) To develop a minimum of two in-service meetings for instructors during school year to evaluate progress and develop necessary strategies for continuing, and (4) To evaluate pilot test and make recommendations.
Methodology: (1) Plan and run all meetings for project participants, (2) Develop final pre- and post-test instruments, (3) Assist with development of support materials, (4) Answer teacher questions from the field, (5) Prepare final report, (6) Write two articles for "News & Views," (7) Make presentations on project, (8) Visit each training sight twice each semester, and (9) Explore possibility of administering pre- and post-tests to other simulation groups and co-op groups. Federal funds total $3,942.00.

VTP 1770
Title: Regional Vocational Alternatives Study.

Initiator: David Wolslegel
Institution: Cooperative Educational Service Agency, Waupun, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To determine the specific vocational program needs of the C.E.S.A. #13 and adjoining area, (2) To investigate and analyze alternative methods for inter-district sharing of vocational programs, and (3) To determine the extent that students with Special Needs are being included in vocational programs and what alternative methods can be best utilized to provide vocational education to these students.
Methodology: (1) Gather base data from the schools regarding their existing vocational programs and immediate plans for any expansion, (2) Conduct follow-up studies of graduates over several years to find migration patterns and career changes, etc., (3) Contact all school districts in Wisconsin known to be sharing vocational programs to obtain information about their program and methods of sharing, (4) Cooperate with the University of Wisconsin Stout Center for Vocational Adult Education who is also working on this problem through a survey of literature for state advisory committee, (5) Secure information about the needs of special need students presently enrolled in area schools, and (6) Determine the extent the special need students are involved in present vocational programs. Federal funds total $15,000.00.

VTP 1771
Title: Secondary Vocational Education Curriculum Resource Unit.

Initiator: Roger H. Lambert
Institution: University of Wisconsin-Madison, Wisconsin
Sponsor: Wisconsin Dept. of Public Instruction, Madison
Duration: July, 1974 to June, 1975

Objectives: (1) To further develop the center in the present IMC of the education building with space allocations for materials and a commitment to "handle" present and future acquisitions, (2) To identify the services and function of the regional laboratory and develop an operational system of accessibility to regional materials for Wisconsin users, (3) To determine priority areas for the collection and "development" of "materials" related to each vocational area, and (4) To identify, collect, and/or "develop" "materials" for inclusion in the resource unit.
Methodology: Project assistants or half-time specialists will be assigned to the program areas to secure materials, code items, file material, prepare bibliographies, locate materials to send out and meet with various groups associated with that program area. The program areas include agriculture, business and industry. career education, health, and special needs combined. Each person assigned to a program area will work with a departmental staff member from the respective area. This arrangement will provide professional guidance from the program area for selection and acquisition of materials. Materials will be requisitioned through regular channels and will then be turned over to the respective person for coding and filing within the system. Priority areas determined by the major professors, the advisory committee and the state staff will be concentrated on in terms of material acquisition. Federal funds total $25,537.00.

VTP 1772
Title: Multi-Media Multi-Faceted Approach to Instructing Fire Department Pump Operations.

Initiator: Barry Bush
Institution: New Hampshire Dept. of Education, Concord. Div. of Vocational-Technical Education
Sponsor: New Hampshire Dept. of Education, Concord
Duration: July 1, 1973 to June 30, 1975

Objectives: (1) To test the efficiency of the skill acquisition by fire fighters subjected to this program, control groups will be established. Participant and non-participant fire fighters will be pre- and post-tested under contrived situations, (2) To give the multi-media pump operation course of instruction, 90% of the Fire Service Training pump instructors will in three hours be able to assemble, operate, and incorporate the aids in their courses, (3) To give the multi-media approach to pump operation, 90% of the Fire Service Training instructors will use this approach in their pump classes, and (4) To give the multi-media pump operation course, 50% of the Fire Service Training students in two minutes time will be able to operate a fire department pumper in the booster tank operation and be ready to receive three in-coming hose lines.
Methodology: The project will develop and instruct 43 State Fire Service Training instructors in a multi-media multi-faceted pump operation course. This instruction will be given in small groups and around the State. The course packages that will be developed will be distributed around the State to allow for the greatest dissemination of information as well as simultaneous pump courses to be given. This disbursement also puts within relatively short travel distances the necessary visual aids to put on an effective pump course. Federal funds total $1,430.00.

VTP 1773
Title: Career Education and Guidance Workshop.

Initiator: N. Edwin Crawford
Institution: Prince George's County Board of Education, Upper Marlboro, Maryland
Sponsor: Maryland Dept. of Education, Baltimore

Duration: 2 and 1/2 days

Objectives: (1) To reinforce the elementary-junior-senior high school articulation process with an emphasis on Career Education Continuum. (2) To describe and make available to guidance personnel the business, vocational, trade and industrial resources and to further describe the proper procedures for the utilization of the same, and (3) To relate the career clusters to subject areas and identify ways in which counselors can interpret and translate these efforts to the English, math, foreign language departments, etc.
Methodology: 42 Junior High School Counselors will be asked to evaluate in writing the visitation phase and the General Policies and Procedures for admission and retention in Trade and Industrial Programs (to be presented by Mr. Robert Brewrink, Supervisor of T & I, and the Vocational School Student Recruitment Specialists). A summary and critique are built in. Entire group will submit a written evaluation of the elementary, junior-senior high articulation process, the Business-Industry Visitation Proposal (a survey will be taken to determine interest in offering this program through the State Department of Education and the University of Maryland in the Fall of '74) and the Business Community component of Career Education. Written critique and evaluation of the high school models of Career Education (the two high schools are those representing the experimental schools in our Career Education Evaluation project being sponsored by the State Department of Education. Federal funds total $7,100.00.

VTP 1774
Title: Model for Implementing Career Education in Baltimore County - Years K through Adult.

Initiator: Benjamin P. Ebersole
Institution: Board of Education of Baltimore County
Sponsor: Maryland State Dept. of Education, Baltimore

Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To evaluate the senior high school component of the total career education effort, (2) To implement career education programs developed in the 1973 summer workshops in all senior high schools, (3) To develop a coordinated program of career placement and job development that will assist all interested students to implement their career plans, and (4) To provide career orientation and exploratory "hands-on" laboratory experiences for junior high/middle school students that will lead to a tentative selection of a particular cluster of occupations for further study and training.
Methodology: During the 1974-75 school year, the career education curriculum specialist will be drawing from the previous year's experience. The specialist will have the following responsibilities: (1) Disseminate information regarding all existing senior high school career education programs and services which are operational within Baltimore County to all school and central staff personnel, (2) Promote career education within the Division of Curriculum and Instructional Services to the extent that all program coordinators will accept and act upon the need to provide for career education within the various junior high/middle school programs of study, (3) Provide leadership in the area of program assessment as related to the total senior high school career education effort. Assistance will be given by the Office of Research of Baltimore County, and available data such as the Maryland State Department of Education follow-up will be utilized, (4) Promote and direct inservice programs for staff development in career education relating to the junior high/middle school component, and (5) Train and assist senior high school teachers in the use of career education resources, which in turn will have an impact on students. Federal funds total $20,775.00.

VTP 1775
Title: Special Summer Workshop for Secondary Personnel Providing Supportive Services to Career Study Center Based Programs.

Initiator: A. Thomas Oyster
Institution: Washington County Board of Education, Hagerstown, Maryland
Sponsor: Maryland State Dept. of Education, Baltimore
Duration: July 29, 1974 to August 16, 1974

Objectives: (1) To provide a period of active "hands on" participation for each workshop participant in at least two or more areas with the goal of better understanding and appreciation of the tasks expected of youngsters enrolled in vocational programs. (2) To develop procedures for opening on-going exchange of dialog between CSC personnel and home school personnel on a regular scheduled basis, (3) To develop guidelines and outlined procedures, in each of the disciplines represented, which will reflect curriculum compatibility between the CSC programs and home school offerings, and (4) To identify those traits, abilities, knowledge, and bodily skills needed by youngsters to enter such CSC programs with a reasonable chance of achieving success and attempt to relate the supportive instruction toward the development of same.
Methodology: Participants would be assigned in the morning of each day to a minimum of two CSC instructional areas (maximum of 5) to carry out tasks being performed and use equipment operated by students at that time. In the afternoon, discussion sessions in each discipline area represented would identify significant aspects of the morning participation that might require specific attention in the days ahead or show home school curriculum relevancy. Particpants would address themselves to the goals and objectives specified above. Special concentration on specific problems uncovered during the first week will be encouraged. During the afternoon, following the close of the student program, CSC staff would join the workshop discussions, as their schedule would permit, for exchange of thoughts and ideas. Participants would commit to writing the ideas, procedures, and agreed policy as related to the goals and objectives. It is hoped that time will allow them to address themselves to increasing flexibility of home school offerings and suggesting reorganizational patterns which could enhance the vocational education program no matter where it operates. Federal funds total $7,100.00.

VTP 1776
Title: A Prototype Articulated Career Education Program for All Students K through 14.

Initiator: Frank Carricato
Institution: Montgomery County Board of Education, Rockville, Maryland
Sponsor: Maryland State Dept. of Education, Baltimore
Duration: May, 1973 to May, 1974

Objectives: (1) To provide assistance to the individual to help him develop a more realistic appraisal of his interests, abilities, values, personality traits, strengths, and shortcomings. (2) To assist the individual students to develop a realistic integrated self-concept. (3) To aid the student to develop increased awareness of the choices and decisions which are or will be shortly confronting him. (4) To help the student to better understand the bases on which certain decisions which are confronting him should be made. (5) To assist the student to develop career and educational objectives which are in line with his interests, abilities, values, personality and self-concept.
Methodology: A tabulation will be made of the number of students assisted in the above efforts. Instrumentation will be located or developed to compare the attitudes of participating students with the attitudes of randomly selected non-participants. A pre-test will be administered to incoming tenth-graders to determine each student's use of rational decision-making strategies in situations similar to those he will face during his high school years. A post-test will be administered to all subjects at the end of the tenth grade to obtain gain scores in decision-making abilities. A similar pre- and post-test will be administered to randomly-selected non-participants and a comparison will be made of the gain scores of the two groups of students. Federal funds total $24,000.00.

VTP 1777
Title: A Proposal to Implement in the Local High Schools and Community College a Computerized Vocational Information, Computer-Assisted Instruction, and Administrative Support System.

Initiator: J. N. Carsey
Institution: Community College, La Plata, Maryland
Sponsor: Maryland State Dept. of Education, Baltimore
Duration: No data

Objectives: (1) To provide career information and guidance through a computerized vocational information system which would free counseling personnel to relate to students on a one-to-one basis, (2) To gather local information and develop materials on career education and add these materials to the vocational information system, (3) To create bridges between school and earning a living for young people that are in school, graduated, "dropped out", or in post-secondary programs, and (4) To concentrate on career education and vocational guidance as they relate to college-bound students, occupational students, and employed adults.
Methodology: Many of the time consuming details of the counselor, such as the collecting and distributing of accurate and routine information, can now be automated. Using technology in guidance would reduce the workload of counselors in the areas of gathering information, data analysis, and reporting. A computer-based system has greater flexibility and storage to be available to the user. Such a system would complement the present guidance programs in the schools and college and thereby make maximum use of human and computer capabilities. Federal funds total $11,250.00.

VTP 1778
Title: The Development of a Plan for a Competency Based Industrial Arts Curriculum with Direct Implications for Occupational Education Program Development.

Initiator: John R. Ballard
Institution: Southwest Texas State University
Sponsor: Texas Education Agency, Austin
Duration: July 1, 1974 to June 30, 197

Objectives: To generate an industrial arts scope and sequence list of industrial concepts and competencies and to determine the extent to which they serve the needs of occupational education.
Methodology: To attain the research objectives taxonomies of technological concepts and competencies will be derived and validated. The competencies will be evaluated in terms of their contribution to the needs of occupational education. The results will be a compilation of validated industrial concepts and competencies in the industrial arts curriculum which have direct implications for occupational education. Federal funds total $60,000.00.

VTP 1779
Title: The Minford Local Schools Career Development Program.

Initiator: William F. Rogers
Institution: Minford Local Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To include more realistic activities which relate our program with the employment opportunities, (2) To meet the individual occupational interests of students, and (3) To assist each student in developing a positive self-image and the motivation and appreciation to succeed in the working world by more effectively responding to each student's interests, abilities, and attitudes.
Methodology: The actual program will include (a) actual observation and on-the-job experiences by teachers and students, (b) simulation experiences in the form of classroom "companies," etc., (c) integrating classroom learning with the career philosophy, (d) speakers from the community, (e) advisory committees, (f) multi-media involvement, (g) involvement with the local Chamber of Commerce, (h) group counseling, (i) OVIS and GATB testing, and (j) movie-making. Checklists and questionnaires for students, teachers, and administrators

will be most frequently utilized; however, some narrative evaluation is necessary. Federal funds total $30,465.00.

VTP 1780
Title: Career Development Program, K-10.

Initiator: Constance K. Carse
Institution: Mansfield Board of Education, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To provide motivation for higher achievement and increased self-awareness, (2) Implementation of new teaching techniques, (3) Expansion of community involvement, and (4) Provision for individual and group activities to extend the students' knowledge and experience in the world of work.
Methodology: Career concepts and objectives are an integral part of all subject areas. Cognitive, simulated and experiential activities are devised to develop positive attitudes, acquire skills, and motivate students to want to enter the world of work. Students explore a wide range of occupations through field trips, interviews, audio-visual materials, printed materials, simulated and actual work experiences. A third-party evaluation will be made of the extent to which goals are being met, the extent to which program activities are being carried out, and identify steps that should be taken for better attainment of the stated objectives. Standardized tests are administered under the supervision of guidance counselors. Questionnaires survey attitudes and opinions of students, teachers, administrators, parents and community members. Federal funds total $31,187.00.

VTP 1781
Title: A Proposal for Career Education in Grades K-10 in the Clearford Valley Schools.

Initiator: Linda Moran
Institution: Clear Ford Valley Local Schools, Bellville, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To build positive attitudes towards work, to increase student awareness of vocations, and to enable students to assess their own interests and abilities in regard to career education.
Methodology: K-6 Use of the DUSO program; puppetry; use of two TV series aimed at development of self-awareness, one TV series on economics; wide use of role-playing; 8 mm film use to present situations followed by class discussions; construction of a miniature working town with analysis and simulation of the jobs involved; field trips into the community for investigation observation; and class production of various items to be bartered or sold to other classes, or sold to the larger community. 7-8 Integration of subject areas with exposure to the 15 clusters; field observation and video tapes of selected careers; culminating activities involving role-playing, production of a careers newspaper, a simulated employment agency, displays and dramatizations; wide use by students of cameras, tape recorders and other media for collecting information and making interviews; practice in analysis of job skills through these media. 9-10. Use of contracts with students for hands-on job experiences in the community; also in depth investigation of vocational school offerings; use of the data, people, things code in the D.O.T. for job placement through a simulated employment agency and placement bureau. Student produced careers newspaper and culminating activities for each career selected which involve student sharing of information (for example, movie-making and slide displays of job experiences.) Federal funds total $13,554.00.

VTP 1782
Title: A Comprehensive Career Development Program K-10.

Initiator: Nicholas J. Topougis
Institution: Akron City School District Board of Education, Ohio
Sponsor: Ohio State Dept. of Education,

Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To develop positive student attitudes toward career opportunities K-10, (2) To facilitate pupil self-awareness and examination in terms of career demands, (3) To facilitate pupil development of marketable skills, (4) To facilitate flexible development of skills necessary to adjust to changing labor demands, and (5) To increase students awareness of how school activities related to future occupational choices.
Methodology: Continue to evolve active career oriented learning experiences by providing hands on experiences and activities within the formal bounds of curriculum; continue to evolve work related curriculum entries and provisions for on the job application of basic skills; continue purposeful occupational exploration through on the job site visitations, speakers, and suitable career supplementary materials; conduct in-service education for the involved schools in order to reinforce career concepts, improve teaching techniques and further develop and improve curriculum guides; continue to plan and provide resources necessary for special occupational experiences commensurate with individual pupils' goals; and continue to examine and improve the counseling and guidance component. Federal funds total $118,495.00.

VTP 1783
Title: Career Development Program.

Initiator: R. Thomas Scherer
Institution: Board of Education of the City School District of Toledo, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To reorganize the curriculum around a career development theme, making subjects more relevant to future goals and helps students develop an intelligent approach to career options that lead to employment or future education at graduation.
Methodology: Career education combines the curriculum, guidance, and community resources to aid students in realizing vocational and avocational goals. Elementary students are exposed to the wide range of careers and the value of all work. Junior high students participate in classroom activities, field observations, and hands-on experiences to study job clusters. Senior high students are exposed to on-the-job experiences and classroom instruction to prepare for employment or future education. Statistical evaluation will be conducted in conjunction with plans developed by the Department of Education, Division of Vocational Education, as well as evaluation of program content, student growth, staff involvement and school facilities at the local level. Federal funds total $159,915.00.

VTP 1784
Title: Career Development Program CD #26-75.

Initiator: Ronald Davidoff and William Newenhisen
Institution: Stow City Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To develop in elementary students an awareness of the importance and variety of occupations in society; to promote career interest in junior high students by introduction of occupational clusters; and to maximize learning transfer through an integrated program of classroom, "hands on" and observational experiences relative to specific career clusters.
Methodology: Activities related to the seven developmental areas will be incorporated in the curriculum; field trips, interviews, resource speakers, role playing, simulated work situations, mechanical and material work. Subject areas will emphasize introduction to specific careers. Projects and displays, field trips for work observation, resource speakers. In depth exploration of three or more occupational taxonomies. Experience centered activities. Federal funds total $80,840.00.

VTP 1785
Title: Wayne Vocational Area Career Education Model.

Initiator: Richard E. Thomas and Howard Wade
Institution: Orrville City Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To develop in each elementary student an awareness of a number of occupations in the various career clusters; to cultivate and expand this interest and awareness in junior high students for greater career orientation, and; to assist high school students in self-appraisal and exploration relative to specific career opportunities.
Methodology: (1) Classroom simulation of career situations, (2) Role playing of life situations in the world of work, (3) Lectures by resource people, (4) Career associated manipulative and mechanical activities, (5) Field trips, (6) Classroom emphasis on introduction to specific careers, (7) School displays and projects, (8) Field trips for firsthand exposure to occupations, (9) Aptitude and interest exercises for student self-appraisal, (10) Emphasis on experience centered activities, (11) In-depth exploration of three or more job families, (12) Continued self-appraisal to adjust for any developmental changes since junior high, and (13) Career preparation blueprint program for all second semester freshmen. Federal funds total $16,614.00.

VTP 1786
Title: A Continuation of an Experimental and Pilot Program Designed to Assist in Expediting Change and Development of Career Education Oriented Curricula for Grades K-10 in Ohio's Schools.

Initiator: Mary Anna Elam
Institution: Mad River Green Local Board of Education, Springfield, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To develop (1) positive self-concepts, (2) an appreciation for all vocations, (3) positive attitudes towards work, (4) the concept that all work has dignity, (5) an ability to make self-appraisals with respect to their own abilities, interests, and aptitudes, (6) an appreciation of economic and social values of work, (7) a knowledge of the range of occupational choices, and (8) an understanding of the specific educational and job requirements of occupations so they may ultimately choose a satisfying vocation for themselves.
Methodology: The activities will include compilation of materials for curriculum guides, inservice education for teachers and the involvement of teachers and students in classroom activities, field trips, work laboratories, cooperative vocational activities and visitation with career consultants in the school and community. Individual and group guidance activities will be carried on K-10. These activities will involve parents, teachers, and students in situations which will enable the student to make a better adjustment socially, academically and in the world of work. Evaluation techniques will include pre and post testing, collection of statistical information, opinion polls, citizen, teacher and student feedback, third party evaluation and other techniques to be developed. The contribution to education will be the input from a rural-suburban district into the state-wide effort to develop meaningful reforms in education through Career Development. Locally the contribution should be a better prepared and informed product and a complete community involvement in the schools. Federal funds total $22,919.00.

VTP 1787
Title: Career Development Program #CD-14-75.

Initiator: Henry LaMuth and Patrick Corbett
Institution: Kirtland Local Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To foster in each child a healthy respect for work and also for other people, thus contributing to his

growth as a person, (2) To provide an opportunity for each student to compare what he has discovered about himself with (that discovered about) many of the workers in the 15 occupational clusters, and (3) To provide each student with an experiential base for developing an educational plan for himself, relative to his potential abilities and interests, which will enable him to participate successfully in the working community.
Methodology: Parents, teachers, and community personnel are the core of the Career Motivation Component. Working with the career coordinator, they set the groundwork for all activities. Further curriculum development and integration will be a primary task of the Career Development Program. Elementary teachers will be involved in subject area inservice work during August 1974. Materials developed at other pilot districts in the state, as well as that developed by the Comprehensive Career Education Center at Ohio State, will be used in developing our curriculum. Grade level meetings and discussions are a natural part of the weekly schedules throughout the school year; these sessions are used for many purposes but all lead to a better K-6 program. Federal funds total $18,154.00.

VTP 1788
Title: A Proposal to Continue Development of a Pilot Project in Career Education (K-10) for a Third Year.

Initiator: Eugene A. Veverka
Institution: Geneva Area City School District, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To aid all students in gaining occupational awareness, (2) To give students a better foundation for later career and educational program choices, (3) To assist the students to better understand their own potential, interests, and abilities, and (4) To aid all teachers in the subject matter being taught.
Methodology: The task in Grades K-6 of the elementary schools is to incorporate activities related to each of the seven Developmental Areas into what is being taught. At the end of this period the child should have an awareness and an attitude about the World of Work which he would not have had otherwise. In Grades 7 and 8, time is given to career orientation. At this level a student is oriented with the fifteen occupational clusters. Grades 9 and 10 focus in on those clusters most applicable to each individual student and provide the opportunity to explore the area most suitable to his future. Federal funds total $52,146.00.

VTP 1789
Title: Career Development Program.

Initiator: Robert Rammes
Institution: Dayton City Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To construct a motivational base upon which the student will develop occupational awareness and respect for all work, (2) To initiate a Career Orientation component that will further develop the career interest of the student, and (3) To develop the student's knowledge and self concept to effectively choose a specific path of occupational direction.
Methodology: (1) The activities to structure a total program begin with retraining techniques of in-service, community involvement (home, business, industry) and curriculum modification (guides, lesson plans, etc.) The student, through "hands on" experiences, will develop an awareness, appreciation, preparation and interest for work. (2) Use of pre-assessment and post-assessment techniques during the articulation of the entire program periodically to discover interest and involvement of students, teachers and community. (3) Other techniques include interest inventories, check lists and teacher reports written and oral. (4) Follow through of component programs to assess student performance already determined in the pilot programs by the increased enthusiasm and effectiveness of student and teacher. Federal funds total $185,466.00.

VTP 1790
Title: Demonstration Project in Career Development Grades K-10.

Initiator: Jack D. Ford
Institution: Cincinnati City School District, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To modify the elementary program so that pupils leave grade 6 with general knowledge and attitudes about work, an experience-based appraisal of themselves, and motivation for appropriate further education, (2) To modify the program in grades 7 and 8 so that pupils will be oriented to major job fields and have try-out experiences in a diversity of tasks simulating actual jobs, and (3) To schedule ninth and tenth graders into a minimum of three try-out experiences in self-selected vocational laboratories so that they make informed choices of eleventh and twelfth grade programs. Methodology: Activities include modified curricula in every school subject in grades K-6, new curricula (already developed) in many subjects, grades 7-10, continuous process evaluation, program coordination K-12, and in-service education consisting of total staff involvement. Use of community resources, advisory groups, frequent off-duty meetings of staff and innovative curricula are necessary sub-headings of these major activities. Evaluation will consist of teacher observation/rating techniques and pre and post tests for certain areas, the Interest Checklist, OVIS, and locally developed Career Questionnaire. A portion of Crites Career Maturity Inventors will also be utilized. There will also be in house developed evaluation to meet specific needs as the project progresses. Federal funds total $135,098.00.

VTP 1791
Title: Glenville Career Development Program (Glenville Area).

Initiator: Oliver J. Jones
Institution: Cleveland Public Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To provide a continuum of career education spanning kindergarten through grade 10 in all elementary and junior high schools as well as the senior high school in the Glenville High School attendance area of Cleveland. Both process and product objectives have been specified for each component related to motivation, orientation, exploration, program coordination, and administration. Methodology: A developmental program in career education will be continued in participating Glenville area schools. All students will be involved in career education as an integrated part of the total on-going instructional process, commencing with awareness about the "World of Work" in grades K-6, progressing through junior high with orientation toward career possibilities, and culminating with exploration of career possibilities which emphasize experience centered situations in grades 9 and 10. Advisory Committees involving parents and community members will provide program support and advice at each school level. Federal funds total $295,245.00.

VTP 1792
Title: Career Education in the Benton-Carroll-Salem School District.

Initiator: Richard F. Thorbahn, Jr.
Institution: Benton-Carroll-Salem Local School District, Oak Harbor, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To meet the needs of the students in our district by providing a total Career Development Program which will help them make intelligent decisions concerning their lifework.
Methodology: The following activities will enable us to reach the objectives set forth: (1) inservice for teachers, administrators, and community representatives, (2) development of local materials for teaching career education concepts, (3) the establishment and use of multi-media materials for classroom instruction, (4) the inclusion

of field trips and community resources to provide relevancy and real-life activities for students, and (5) to include the community in planning and implementation of career education. Federal funds total $14,794.00.

VTP 1793
Title: Cleveland Heights-University Heights Career Awareness and Education Program.

Initiator: Belva A. Singer
Institution: Cleveland Heights-University Heights City School District, University Heights, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) Students will be able to relate academic and career pursuits without jeapordizing the humanistic concepts of either and recognizing the pertinence of both, (2) Students will be able to relate self to potential and opportunities within all disciplines, (3) Students will have available community resources for on-the-job experience, and (4) Students will be involved, under the auspices of guidance counselors, with parents and community in analysis of career planning.
Methodology: Students will have a variety of experiences to make them aware of career opportunities through the use of classroom materials, field trips, speakers, films, simulations, counseling, and actual work activities in school and community. Course guides will be revised and in-service training will be given to provide teachers with the tools and materials they need to implement the program. In addition, human relations skills will be developed to create the open-mindedness necessary for counseling a diverse student population. Parent meetings will be held in all buildings to describe our program and to solicit their support and assistance. Counseling and guidance services will be made available to parents and students. Records of career experiences and of changes in curriculum guides will be kept. An attitudinal questionnaire will be administered in September 1974 and again in May 1975. Tests of knowledge about career education will be given an appropriate levels. Follow-up within two years after program initiation on choices for post-graduate plans, Use of an attitude scale at the end of the 6th and 10th grades. Federal funds total $214,687.00.

VTP 1794
Title: Career Education Program K-10.

Initiator: James M. Diley, Jr.
Institution: Scioto-Darby City Schools Board of Education, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To provide individuals increased ability to make relevant decisions about life leading to increased skill in performance of life roles including economic, community, home, avocational, religious and esthetic. (2) To integrate into the present curriculum an educational program that is student centered and career related and which gives the student the opportunity to compare his knowledge and abilities with his interests and goals. (3) To provide a program that will familiarize the student with the every day world of work, widening the scope of employment possibilities for individuals and leading to economic independence, personal fulfillment, and an appreciation for the dignity of work.
Methodology: The community at large will become the locus of the activities. The academic program will have vicarious and simulated activities integrated into the early years, culminating in hands-on experiences in the upper grade levels. Evaluation activities for the program include: (1) questionnaires; (2) measurement of program objectives; (3) conferences with administrators, teachers, parents and community personnel; and (4) maintenance of records of career development activities. Federal funds total $61,575.00.

VTP 1795
Title: Career Motivation, Orientation and Exploration; An Ohio Career Development Program.

Initiator: George A. Degenhart
Institution: Springfield City Schools, Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To better prepare Springfield City School students for economic independence in a career or careers based upon choices rationally using readily available data and to help students develop appreciation for dignity of work by means of educational experiences, instruction, and counseling.
Methodology: Since behavior change is our primary objective, activities will be provided to encourage teacher and student change. The program will provide such activities as: In-service programs, Teacher Newsletters, Curriculum-Career Development Integration, Preparation of Lesson Plans, selection and use of materials and experiences relevant to needs of pupils to explore and participate in various career areas and community involvement. To evaluate the effectiveness of the program, as to the attainment of objectives. Teacher involvement has been the criteria for determining the effectiveness of the program. External evaluators also summarized student survey and opinionaire data. Federal funds total $148,486.00.

VTP 1796
Title: A Career Education Mini-Course in Nursing.

Initiator: David H. Denison
Institution: Telstar Regional High, Bethel, Maine
Sponsor: Maine State Dept. of Educational and Cultural Services, Augusta
Duration: November 4, 1974 to December 20, 1974

Objectives: (1) To implement a Career Awareness program for twelve (12) Junior and Senior high school students interested in health occupations, (2) To orient students to six health careers in which there are local employment possibilities, and to provide these students with basic care skills, (3) To hire a Registered Nurse to coordinate the program and utilize resource people as instructors in each of the following health occupations: Nursing, X-Ray, Medical Laboratory, Physical Therapy, Occupational Therapy, and Dietary Services, and (4) To operate the program for two hours a day for five weeks after school hours, and to have five weekly seminars of two hours each for those students placed in health occupations following the mini-course.
Methodology: The patient care skills learned by the student will be evaluated through administration of a test upon completion of the program. Following completion of the students' orientation to each of the six health occupations, both students and instructional staff will evaluate that phase of the program through subjective evaluation forms. Those students placed at work/training stations in health careers will continue to evaluate their experience for five weeks in a two hour weekly seminar. In addition, their attitude and job performance will be periodically evaluated by their employer. Federal funds total $300.00.

VTP 1797
Title: The Lorain City Career Development Program K-10.

Initiator: DeRoy Gorham
Institution: Lorain City School District V.E.P.D., Ohio
Sponsor: Ohio State Dept. of Education, Columbus
Duration: July 1, 1974 to June 30, 1975

Objectives: To provide a continuum of Career Education spanning kindergarten through 10th grade in six elementary schools, two junior high schools, of which are a part of the Admiral King High School Attendance Area. Program objectives for Motivation, Orientation, Exploration, and Guidance are specifically listed in this proposal.
Methodology: A developmental program in Career Education will be continued, drawing upon the experiences from the pilot program operating in the Admiral King High School Attendance Area, which is already involved in a Career Education Program. All youth enrolled in the participating attendance area schools will be involved in Career Education as an integrated part of the total instructional

process. Awareness about the world of work in grades K-6, progressing through junior high with orientation towards career possibilities, with emphasis on experience centered situations in grades nine and ten. Parents and community members will provide program support at each school level. A pre-test and post-test will be designed, utilizing a control group to be selected for evaluation purposes. In addition, an attitude survey will be given to all teachers and administrators in the program. Interviews will be conducted by the evaluators of selected students and teachers in the experimental schools. Other methods of evaluation: comparison with control group, follow-up studies, and teacher records. These methods of evaluation will be employed for all four components. Federal funds total $47,297.00.

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